This unit has 4 learning outcomes.

| **Learning Outcomes** | **Assessment Criteria** |
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| **The learner will:** | **The learner can:** |
| 1. Understand the structure of woodlands.
 | * 1. Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.
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| 1. Know how to identify a range of flora and fauna and understand the importance of identification.
 | * 1. Explain why flora and fauna identification is important for the Forest School leader.
	2. Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.
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| 1. Understand the management of woodlands as a sustainable learning environment.
 | * 1. Describe woodland management methods and their significance to sustainability.
	2. Explain ways to involve participants in sustainable woodland management on a Forest School site.
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| 1. Understand the importance of the relationship between Forest School and the woodland environment.
 | * 1. Evaluate research articles on the benefits of connection with woodland environments on well-being.
	2. Explain how Forest School nurtures connection between participants and the woodland environment.
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**Assessment information**

All Assessment Criteria must be evidenced. For guidance on assessment, including principles of assessment and methods which may be used, Centres should consult the Open College Network West Midlands publication *Assessment Methods* and the *‘*Assessment’ section of the *Open College Network West Midlands Centre Handbook*, both are available on our website [www.opencollnet.org.uk](http://www.opencollnet.org.uk)

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| Sector Subject Area (SSA) | 3.2 |
| Date from which unit will be available for learners | 01/09/2017 |
| Unit Review date | 31/08/2022 |
| Assessment guidance | Learning Outcome 2. ‘A range’ should be sufficient to judge the learner’s knowledge of flora and fauna expected at this level. Where a learner’s own site is limited assessment may be extended to include other sites.Holistic assessment within and across units is encouraged. |

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| **Learning Outcome/ Assessment criteria** | **Indicative Content** |
| LO 1AC 1.1 | * Identify and explain:
	+ Vertical layers: below ground, ground, field, shrub, understorey, canopy
	+ Horizontal features may include but not limited to: rides, banks, hedges, edges, glades & water, aspect (geography) and topography.
* Discussion of related ecological terms:
	+ Biodiversity
	+ Abiotic elements e.g soil and water
	+ Natural succession
	+ Ecosystems
	+ Habitats (including the importance of standing dead wood)
	+ Life cycles
	+ Seasonality
	+ Food chains/webs
	+ The effect of light and photosynthesis
	+ Wildlife corridors in relation to ecosystems
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| LO 2AC 2.1AC 2.2 | * Identifying protection species
* Informing woodland management plans
* Knowledge and understanding for participants
* Health & Safety including management of allergies
* Uses of plants eg firewood, structures, crafts, foraging
* Sustainability
* Life cycles and seasonal considerations

Suggest that information below is presented by creating an engaging and accurate Flora and Fauna ID learning resource for own client group and site; with accompanying reference notes demonstrating further detailed knowledge.* Detailed identifying traits for at least 20 species across a range of flora and fauna- may include but not limited to:
* Physical description including colour, size, scent, etc
* Habitat
* Life cycle
* Ecological niche
* Relevant health and safety
* Uses
* Folklore
* History

This information could be presented as part of the learning resource if appropriate or as accompanying notes to go with a simple resource.* Teaching how to use of a range of field guides, keys, ID apps, google and existing knowledge.
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| LO 3AC 3.1 | Identify the significance of sustainable woodland management to maintain and improve the long-term health of the woodland. Methods to include *(but not limited to):* * Planting
* Regular timber crops
* Monitoring species
* Rotating sites used
* Managing dead wood
* Habitat creation e.g boxes and habitat piles
* Management of invasive species
* Improving biodiversity
* Techniques such as: coppicing, pollarding, thinning, managed grazing, scalloping and ride management
* Woodland products
* Managing and reporting Biosecurity
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| LO 3AC 3.2 | May be included with woodland management plan* Understanding our role as stewards of the woodland for generations to come
* Considering the participants and (identifying from 3.1) the management techniques that they would be able to implement depending on age and ability.
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| LO 4AC 4.1 | Research chosen needs to be: substantive, authentic and valid.Research articles on the benefits of connection with woodland and natural environments with reference to.* Physical well-being
* Psychological and/or emotional health and

 well- beingLinking to own experiences in ‘Introduction to Forest School Programme’. |
| LO 4AC 4.2 | Approaches to Forest School delivery that enhances connection with woodland environments, giving examples from practice. |