

Unit 17: Understand and Plan Urban and Community Forestry Projects

Unit code:	A/601/0409
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to provide learners with an understanding of urban and community forestry and how these can be put into practice. This unit is primarily aimed at learners within a centre-based setting looking to progress into the sector or to further education and training.

● Unit introduction

Urban and community forestry involves all aspects of tree management within, and close to, urban and urban fringe settings. It can provide a variety of benefits for society, such as increasing landscape value and providing opportunities to access recreational and cultural activities. The roles and impact of Natural England, National Forests and the Woodland Trust, and other organisations, will be considered.

The successful implementation and development of urban and community forestry projects requires a wide variety of skills and techniques which are different to those used by traditional foresters and arboriculturists. In particular, these projects usually rely on the close cooperation of, and contribution from, a number of voluntary, community and local government groups and bodies, working together to achieve a desired outcome.

Learners will develop an appreciation of the social, economic and environmental roles of urban forestry, in addition to the issues relating to active community involvement in urban forestry projects. They will also gain experience in managing these types of projects, by planning a specific urban forestry project from the preparation stage through to implementation and aftercare.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the importance of urban and community forestry projects
- 2 Understand urban and community forestry management issues
- 3 Understand public involvement in urban and community forestry projects
- 4 Be able to plan urban and community forestry projects.

Unit content

1 Understand the importance of urban and community forestry projects

History: new towns; national parks and country parks; town and country planning legislation; community forest programme and community forests; national forest; tree warden scheme

Benefits: benefits to society eg increased wildlife reserve, regeneration of derelict land and improved landscapes; positive economic and financial benefits; increased property values; increased access to countryside; healthier lifestyles; increased visitors and employment prospects; improved air quality; reduced energy consumption; reduced pollution

2 Understand urban and community forestry management issues

Management issues: role of government departments eg Natural England, Forestry Commission, Communities and Local Government (CLG); current planning legislation, eg Town and Country Planning Act 1990; planning applications; local and structure plans for regional development; green belt policies; relevance to local developments, eg conservation, diversification, archaeology, water protection, economy, recreation, restoration of mineral and waste workings; relevance to local considerations eg tree vandalism, employment, maintenance, public safety, law enforcement; consultation and participation; sponsorship, funding and grants

3 Understand public involvement in urban and community forestry projects

Community involvement: National Tree Week; reasons for involvement eg alternative use of land, increased capital value, tax incentives, opportunities for diversification and new markets; voluntary participation; land purchase; consultation process; community participation eg landowners, residents and tenants associations, amenity societies, churches, schools, local authorities, voluntary conservation groups, wildlife trusts, local business; sponsorship, funding and grants; liaison work; publications and marketing; training and education; venues and facilities

4 Be able to plan urban and community forestry projects

Planning: site selection and assessment eg surveys, anticipating changes to landscape, legal, contractual or statutory constraints, public consultation and safety, design and management plans, specifications, sites to be avoided, existing routes and customs; tree selection according to site eg long-term objectives, history, soil, water regime, competition; establishment and initial maintenance eg degraded sites, soil amelioration; aftercare and long term maintenance eg protection and maintenance, strategies to minimise vandalism, species selection, urban planting techniques

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 review the history of urban and community forestry [IE, SM]	M1 review, in detail, an existing urban and community forestry project including social and environmental considerations	D1 evaluate the benefits of urban and community forestry projects in a national context
P2 evaluate the benefits to society of urban and community forestry [RL, CT]		
P3 evaluate the types of public access [RL, CT]		
P4 explain the legal implications of public access and participation [RL, CT, IE]		
P5 evaluate ways in which the public influence management objectives [IE, CT, RL]		
P6 compare the management of urban trees with the management of forest trees [IE, CT, RL]		
P7 review potential sources of funding and support for urban and community forestry projects [IE, CT, RL]		
P8 explain the importance of and need for consultation and communication with key stakeholders [IE, CT, RL]	M2 explain the factors involved in selecting an appropriate site for an urban or community forestry project	D2 evaluate strategies contributing to successful urban and community forestry projects.
P9 examine how the public can participate in urban and community forestry projects [RL, EP, TW]		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 examine opportunities and constraints to wider public engagement and participation [RL, EP]		
P11 assess resources required to engage with the wider public [RL, EP]		
P12 explore options for public participation	M3 explain the importance of the consultation process in urban and community forest planning.	
P13 produce specifications for local community involvement in an urban or community forestry project. [RL, EP]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

Delivery of this unit will involve practical and written assessments, visits to suitable collections and will link to work experience placements.

Tutors will have the opportunity to use a wide and varied range of delivery methods. These could include formal lectures, discussions, presentations, seminars, site and field visits, fieldwork and internet/resource centre-based research.

Visiting speakers will add to and complement delivery, as will visits to areas which include, for example, green spaces, urban sites and roadside plantings.

Health and safety and sustainability implications are key issues which will run throughout delivery of the unit.

Learning outcome 1 could be delivered using lectures and visits in order for learners to gain an understanding of planning involved with these areas.

Learning outcome 2 could be delivered using lectures and guest speakers in order for learners to gain an understanding of how these areas are managed.

Learning outcome 3 could be delivered using lectures and field surveys of the environment and the public to allow learners to gain an understanding of stakeholder involvement.

Learning outcome 4 could be delivered using lectures and guest speakers.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan gives **an indication of the volume of learning it would take the average learner** to achieve the learning outcomes. It is **indicative and is one way of achieving the credit value**.

Learning time should address all learning (including assessment) relevant to the learning outcomes, regardless of where, when and how the learning has taken place.

Topic and suggested assignments/activities and/assessment
Assignment 1: History of Urban and Community Forestry (P1)
Review the history of urban and community forestry and evaluate the benefits to society.
Review the achievements of a selection of urban and community forestry projects.
Assignment 2: Benefits and Disadvantages of Urban and Community Forestry (P2, P3, P6)
Outline the process of setting up an urban or community forestry project and discuss the implications.
Assignment 3: Urban and Community Forestry Planning (P4, P5, P7, P8, P9, P10, P11, P12, P13, M1, M2, M3)
Produce specifications for local community involvement in an urban or community forestry project.
Propose a site for an urban or community forestry project, explaining the contributory factors, including the consultation process.
Explain the potential challenges faced by urban and community forestry projects to succeed, which may not be as significant for traditional forestry projects.

Topic and suggested assignments/activities and/assessment

Produce a plan for setting up an urban or community forestry project, including design, timings and proposal to key stakeholders.

Assignment 4: Urban and Community Forestry Evaluation (D1, D2)

Evaluation of achievements, in a national context, of selected urban or community forestry projects and explain the potential challenges faced by urban and commercial forestry projects, which may not be as significant as for traditional forestry projects.

Unit review.

Assessment

For P1 and P2, learners must explain the history and benefits of urban and community forestry projects. Evidence could take the form of an oral or pictorial presentation with notes (possibly using appropriate software or an overhead projector), an annotated poster or a project.

Learners must describe the management issues involved in a selected urban or community forestry project. Tutors should identify the project or agree it through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. Learners could give verbal answers to tutors based on their study of a specified urban or community forestry project.

This could also be assessed directly by the tutor during practical activities. If this format is used, then suitable evidence from guided activities would be observation records completed by learners and the tutor. If assessed during a placement, witness statements should be provided by a suitable representative and verified by the tutor.

Assessment for P3, P4, P5, P6 and P7 must include access to urban forestry and community projects. It must also include the development and issues relating to the planting and care of street trees. Evidence could be in the same format as for P1 and P2.

P8, P9, P10 and P11 require learners to produce a plan for involving the public in a selected urban forestry project. Tutors should select an appropriate site and can either arrange for learners to become involved in an existing potential project, or provide a detailed scenario for learners to base their plan around.

Alternatively, tutors may identify an industrial context in discussion with learners and link it directly to work learners are undertaking as part of their placement. Where possible, to ensure assessment is fair, the size and complexity of the task should be the same for all learners. P4 could be linked to work produced for P1, P2 and P3. Evidence may be in the same format as for P1 and P2.

P12 and P13 require learners to produce full specifications for local community involvement in an urban forestry project, including considerations from the consultation period.

For M1, learners must review an existing urban and community forestry project. Tutors should identify the project(s) or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners. This could be linked to work for P2. Evidence may be in the same format as for P1 and P2.

For M2 and M3, learners must explain the factors that are involved in the selection of sites for urban and community forestry projects. These factors should include direct impact on the environment, public and industry and should be based on a brief Environmental Impact Assessment. Learners should also consider and explain how this impact can be managed at the consultation process, and explain the importance of this process. Tutors should identify the projects or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners.

For D1 and D2, learners should evaluate and explain both the benefits and strategies for success involved

in recent urban and community forestry projects. Learners should consider successful impacts for all stakeholders including the public, industry and the environment. Learners should also consider strategies for success specific to urban and community forestry projects, again focusing on all stakeholders. Tutors should identify the projects or agree them through discussion with learners. Where possible, to ensure assessment is fair, the size and complexity of the tasks should be the same for all learners.

Programme of suggested assignments

The following table shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1	History of Urban and Community Forestry	Outline the history of urban and community forestry within the UK, with examples.	Poster.
P2, P3, P6	Benefits and Disadvantages of Urban and Community Forestry	Outline the benefits of trees within the urban landscape. This must include a comparison of forestry with arboriculture, and include street trees.	Presentation.
P4, P5, P7, P8, P9, P10, P11, P12, P13, M1, M2, M3	Urban and Community Forestry Planning	Using the processes of setting up an urban or community forestry project, state how the opinions of key stakeholders influence final decisions. Produce a plan for an urban or community forestry project, include site, benefits, and outline costs, disadvantages and stages of implementation. Using named examples, outline the legislation relating to trees within the urban environment.	Complementary report to P1 and P2.
D1, D2	Urban and Community Forestry Evaluation	Evaluate the achievements, in a national context, of selected urban or community forestry projects and explain the potential challenges faced by urban and commercial forestry projects, which may not be as significant as for traditional forestry projects.	Written report.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Land-based sector suite. This unit has particular links with:

Level 2	Level 3
Introduction to Practical Forestry Skills	T42 Assess social forestry factors CU92 Determine policies for the development of land-based sites CU99 Assess, negotiate and secure sources of funding CU142 Organise a straightforward land-based project or event
Introduction to Countryside Access and Recreation	Undertake Tree Surveys and Inspections and Analyse the Data

Essential resources

Learners need access to current urban and community forestry projects. Learners should have the opportunity to visit urban and community forestry projects and talk to a range of community representatives, both individuals and organisations, who are actively involved.

Access to the internet and a library with multiple copies of specialist texts is also essential and access to National Urban Forestry Unit publications, and *Urban Forestry in Practice: Case Studies* in particular, would be beneficial.

Employer engagement and vocational contexts

Employer engagement is essential in the delivery of this unit. Much of the work can be based around real examples from members of the industry (for example planners and the public). In addition, use of current and working plans, and even planning applications from local and national authorities, is to be encouraged.

Indicative reading for learners

Textbooks

Bending N and Moffat A – *Tree Establishment on Landfill Sites: Research and Updated Guidance* (Forestry Commission, 1997) ISBN 9780855383510

Bradshaw A, Hunt B and Walmsley T – *Trees in the Urban Landscape: Principles and Practice* (Spon Press, 1995) ISBN 9780419201007

Countryside Commission – *Growing in Confidence: Understanding People's Perceptions of Urban Fringe Woodlands* (The Countryside Agency, 1995) ISBN 9780861704293

Dobson M and Moffat A – *The Potential for Woodland Establishment on Landfill Sites* (The Stationery Office Books, 1993) ISBN 9780117526785

Forestry Commission – *Community Woodland Design: Guidelines* (The Stationery Office Books, 1992) ISBN 9780117103009

Forestry Commission – *Urban Trees: A Survey of Street Trees in England* (The Stationery Office Books, 1991) ISBN 9780117102996

Hibberd B – *Forestry Practice* (Stationery Office Books, 1991) ISBN 9780117102811

Hodge S J – *Creating and Managing Woodlands Around Towns* (The Stationery Office Books, 1995)
ISBN 9780117103283

Johnston R and Rushton B – *Survey of Urban Forestry in Britain* (University of Ulster, 1999)
ISBN 9781859231203

Kowarik I and Korner S – *Wild Urban Woodlands: New Perspectives for Urban Forestry* (Springer, 2004)
ISBN 9783540239123

Metheny and Clark – *The Landscape Below Ground* (International Society of Arboriculture)

Miller R – *Urban Forestry: Planning and Managing Urban Greenspaces, 2nd Edition* (Pearson Higher Education, 1996) ISBN 9780134585222

Trowbridge P and Bassuk N – *Trees in the Urban Landscape: Site Assessment, Design and Installation* (John Wiley & Sons, 2004) ISBN 9780471392460

Journals

Arboricultural Journal

Forestry Journal

International Society of Arboriculture – Journal

Quarterly Journal of Forestry

Tree News

Other publications

Arboricultural Association newsletter

Websites

www.communityforest.org.uk

England's Community Forests

www.forestry.gov.uk

Forestry Commission

www.hse.gov.uk

Health and Safety Executive

www.isa-arboriculture.org

International Society of Arboriculture United Kingdom
and Ireland Chapter

www.nationalforest.org

The National Forest

www.odpm.gov.uk

Department for Communities and Local Government

www.treecouncil.org.uk

The Tree Council

www.trees.org.uk

Arboriculture Association

www.treesforcities.org

Trees for Cities

www.woodland-trust.org.uk

Woodland Trust

Delivery of personal, learning and thinking skills (PLTS)

The following table identifies the PLTS opportunities that have been included within the assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	identifying questions to answer and problems to resolve
Creative thinkers	asking questions to extend their thinking
Reflective learners	setting goals with success criteria for their development and work
Team workers	taking responsibility, showing confidence in themselves and their contribution
Self-managers	working towards goals, showing initiative, commitment and perseverance
Effective participators	presenting a persuasive case for action.

Although PLTS opportunities are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	analysing and evaluating information, judging its relevance and value
Creative thinkers	questioning their own and others' assumptions
Reflective learners	communicating their learning in relevant ways for different audiences
Team workers	providing constructive support and feedback to others
Self-managers	organising time and resources and prioritising actions
Effective participators	acting as an advocate for views and beliefs that may differ from their own.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	producing presentations
Follow and understand the need for safety and security practices	considering planning processes
ICT – Find and select information	
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching urban and community woodlands
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	producing presentations and written reports
Present information in ways that are fit for purpose and audience	presenting findings
Evaluate the selection and use of ICT tools and facilities used to present information	presenting findings
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	making presentations for assignments
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	considering planning applications
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing and producing assignments.