

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Measuring Nature Connectedness

Unit Reference Number: H/651/7589

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 20

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand nature connectedness	1.1 Define 'nature connectedness'
	1.2 Explain the importance of nature connectedness for personal wellbeing
	1.3 Explain the importance of nature connectedness for environmental care
2. Be able to measure own nature connectedness	2.1 Identify two recognised methods for measuring nature connectedness
	2.2 Use a recognised method to measure and record own nature connectedness score
	2.3 Outline two factors that can influence own nature connectedness score
	2.4 Reflect on own nature connectedness score
	2.5 Set two actions to strengthen own nature connectedness
3. Understand the practical implications of measuring nature connectedness	3.1 Give two reasons why measuring nature connectedness is useful in real world settings

Indicative Content	
LO1	<p>AC 1.1 Learners must understand that nature connectedness means the relationship between people and the natural world. They must be able to define nature connectedness in simple terms.</p> <p>AC 1.2 Learners must explain how feeling connected to nature can support personal wellbeing, such as improving mental health, reducing stress, and boosting life satisfaction.</p> <p>AC 1.3 They must also explain how nature connectedness encourages people to care for the environment through actions like recycling, conservation, and volunteering.</p>
LO2	<p>AC 2.1 could include: the Nature Relatedness Scale (NR-6), the Inclusion of Nature in Self Scale (INS), and the Nature Connection Index (NCI).</p> <p>AC 2.2 Learners must be able to apply a recognised method of measuring nature connectedness in a practical way. This involves completing a nature connectedness scale themselves (e.g., NR-6 or INS) and accurately recording their score.</p> <p>AC 2.3 Learners must also understand that nature connectedness scores can be influenced by factors such as how often someone spends time outdoors, the type of activities they take part in, and whether they live in an urban or rural environment. Learners must also be given examples of activities that can build nature connectedness, such as nature walks, outdoor art, wildlife observation, or gardening. Settings may include parks, woodlands, urban green spaces, gardens, or school grounds.</p> <p>AC 2.4 Learners must reflect on their recorded score and identify two actions they could take to strengthen their personal connection to nature. These actions should follow the SMART goal-setting approach (Specific, Measurable, Achievable, Relevant, Time-bound) to encourage realistic, practical personal development.</p>
LO3	<p>AC 3.1 Learners must give two examples of why measuring nature connectedness is useful in real-world settings. For example, they should understand how measuring connection can be used to support wellbeing programmes in education, mental health services, or community development. Learners must recognise that measuring nature connectedness can provide evidence to secure funding, influence policy, or design more effective environmental or wellbeing interventions; supporting both personal and community sustainability.</p>