

Forest School Leaders
(Level 3 Certificate)

Learner Name:		Training dates:	
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UNIT 5 (A) WORKBOOK

UNIT 5: Forest School Programmes: Delivery



All answers in this part of the workbook will be completed during the course and may be peer marked. The workbook needs to be handed in and marked before you begin your 6 pilot sessions.

Level 3 Certificate for Forest School Leaders – UNIT 5

Name:

Address:

Post code:

Date of Birth:

Email:

Phone Number:

Tutor Name:

Declarations:

Student:

I certify that this workbook and portfolio of evidence presented for assessment and moderation by the above student is my own work and authentic. (*Refer to our Learning Style, Assessment Methods & Plagiarism document in **Policies & Procedures***).

Signature:

Date:

Tutor:

I certify that to the best of my knowledge the evidence presented by the above student was collated under the required conditions and was appropriately supervised.

Signature:

Date:

Internal Moderator (if sampled during the moderation process):

I have sampled this workbook and portfolio during the internal moderation process and confirmed the tutor's assessment decisions.

Signature:

Date:

UNIT 5 WORK BOOK

UNIT 5: Delivery of a Forest School Programme

Guided Learning hours (GLH) supervised or direct study time required for a unit.

Total Qualification Time (TQT) number of guided learning hours (GLH) plus the time taken by learner for private study or work experience.

Credits 3; Guided Learning hours 15; Total Qualification Time 30

This unit has 3 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.	1.1. Facilitate an 'Introduction to Forest School Programme' with a minimum of six sessions, demonstrating flexibility in response to individuals' needs.
2. Be able to assess the impact of the 'Introduction to Forest School Programme' on participants.	2.1. Observe a minimum of three participants assessing the impact of the 'Introduction to Forest School Programme' on each of the participant's learning and development. 2.2. Make recommendations for progressing each individual's learning and development as the programme continues.
3. Be able to evaluate an 'Introduction to Forest School Programme'.	3.1. Evaluate each session of the 'Introduction to Forest School Programme' showing how observations and evaluations inform future session plans. 3.2. Carry out a summative evaluation at the end of the 'Introduction to Forest School Programme' explaining how this will inform your long term Forest School strategy.

Learning Outcome 1: Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.

1.1 Develop and lead an introduction to Forest School programme with a minimum of six consecutive sessions duration of 2 hours. Include written session plans and demonstrating flexibility to individual's needs, supported by feedback and photos.

(Refer to Section on Session planning & Curriculum links)

Delivery Assessment Sheet to be completed by a colleague/manager (in Introduction to Forest School Pilot 6 Sessions Section.)

Learning Outcome 2: Be able to assess the impact of the 'Introduction to Forest School programme' on participants.

2.1 Observe a minimum of three individuals and assess the impact of the introduction to Forest School programme on each of the participant's learning and development.

Include a brief description on the background of the child and then a summary of your observations over the FS programme (Refer to Section on Downloadable Observation Resources).

2.2 Make recommendations for progressing each individuals' learning and development as the programme continues – include details of what you think worked well for the children at Forest School in terms of their self-esteem, emotional intelligence, behaviour and learning.

Learning Outcome 3: Be able to evaluate an Introduction to Forest School Programme'.

3.1 Evaluate each session of the programme and show how observations and evaluations inform future session plans. Make amendments to next session plan as appropriate. You must provide written formative assessments at the end of each session and make recommendations – this can be done on the session plan.

3.2 Carry out a written summative evaluation on the whole of your 'Introduction to FS programme' at the end of the initial six Forest School sessions and explain how this will inform your long-term strategy.