

Unit title:	Forest School Programme: Delivery
Level:	3
Credit value:	3
GLH:	15
TQT:	30
Unit code:	GB7/3/NQ/004
Unit reference number:	A/616/2559
Unit aim:	Learners will gain knowledge and skills to facilitate and evaluate a Forest School Programme

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.

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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 .

Sector Subject Area (SSA)	13.1
Date from which unit will be available for learners	01/09/2017
Unit review date:	31/08/2022
Assessment guidance	<p>1.1. An 'Introduction to Forest School Programme' needs to have a minimum of 6 consecutive sessions with a minimum duration of 2 hours.</p> <p>Observation of the learner is the preferred assessment method of the performance element of this unit.</p> <p>Use of others (Witness Testimony) may be used provided the total evidence presented meets the unit requirements. Other arrangements must be agreed with</p>

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	<p>the EQA.</p> <p>1.2. LO 2 and 3. A minimum of three participants must be observed by the learner and unless there are exceptional circumstances the same three learners for both learning outcomes.</p> <p>Holistic assessment within and across units is encouraged.</p>
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Assessment Criteria	Indicative Content
LO 1 AC 1.1	<p>UK Forest School Ethos and Principles Refer to the FS Ethos and Principles Document at www.forestschoollassociation.org/what-is-forest-school</p> <p>On final submission of course work trainees present documentation for the initial six consecutive sessions demonstrating flexibility and progression from one session to the next, based on evaluations reflecting participants interests, motivations and needs.</p> <p>Facilitation of `Introduction to Forest School Programme`</p> <ul style="list-style-type: none"> • A minimum of 6 sessions • Planning, delivery, observation and evaluations • Strong recommendation the group size will be a max of 16 (min 8) except in exceptional circumstances where a supporting rationale is provided prior to delivery of the `Introduction to Forest School Programme`. • Min session time 2 hours with as much contact time as possible on site with the aspiration to spend longer in the natural world as the programme progresses. • It is recommended that there are a minimum of 2 adults if working on school site and a minimum of 3 adults if working remotely. It is best practice to ensure there are sufficient competent adults to carry out emergency action plans. • The majority of the core group of participants should remain the same throughout the `Introduction to Forest School Programme`.

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	<ul style="list-style-type: none"> • If a trainee wishes to extend their programme after the initial 6 sessions prior to qualification, in line with Forest School principles, a short rationale should be given with reference to: <ul style="list-style-type: none"> ○ Insurance ○ Risk Benefit Assessment to reflect still in training ○ Landowner`s acknowledgment (if private land) <p>Completed coursework to be submitted within the agreed timeframe and qualification achieved, prior to starting new Forest School programmes.</p>
LO 2 AC 2.1	<p>Observations</p> <ul style="list-style-type: none"> • Pre `Introduction to Forest School Programme` baseline assessment for each of the three participants • Documented evidence of objective observations from each session, for each of the three participants • Evaluation of the above observations to assess the impact on the learning and development of the three participants • Summative evaluation of each of the participants learning and development describing the impact of the `Introduction to Forest School Programme`
LO 2 AC 2.2	Recommendations for extending the participant`s learning and development at Forest School in future sessions
LO 3 AC 3.1	Forest School Programme Evaluation

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	<ul style="list-style-type: none"> • Pre `Introduction to Forest School Programme` baseline assessment of the whole group • Documented evidence from each session with objective observations about what actually happened compared to the plan • Reflection on each session, including: <ul style="list-style-type: none"> ○ What worked well/didn't work well ○ Key learning and development aspects for participants and leaders • Recommendations to inform the next session plan
LO 3 AC 3.2	<p>Summative Evaluation – First 6 sessions of `Introduction to Forest School Programme`</p> <p>Consider</p> <ul style="list-style-type: none"> • What went well through the `Introduction to Forest School Programme` and why? • What didn't go well and why? • What would you change and why? <p>In relation to:</p> <ul style="list-style-type: none"> • Adult experience and effectiveness of roles • Participant experience • Communication of the ethos and practice of Forest School • How effective was your handbook in supporting delivery • How effective and responsive was your session planning • Resourcing • Site management <p>Include outline of the setting's long term Forest School provision and strategy.</p>