

Unit Title: Supporting a Forest School Programme:
Learning and Development
Unit Level: Level 2
Unit Credit Value: 4
GLH: 30
LASER Unit Code: WJG199
Ofqual Unit Code: D/616/8063

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1.	Understand the Forest School ethos, principles and holistic approach to learning and development.	1.1	Summarise the Forest School approach to learning and how this supports holistic development.
2.	Know how experiences can support learning and development at a Forest School.	2.1	Summarise the key characteristics of play and its role at Forest School.
		2.2	Explain, giving examples, how play and choice have been integrated into Forest School programmes.
		2.3	Describe how to develop a community of learning by meeting the needs of all participants, giving examples from own Forest School experiences.
3.	Be able to perform the role of Assistant at a Forest School in relation to the Forest School ethos, principles and criteria.	3.1	Describe the role of the Forest School Assistant mapping to the Forest School ethos and principles, giving examples from own Forest School experience.
		3.2	Assist with the planning and delivery of three consecutive Forest School sessions.
		3.3	Assist with the evaluations of the three consecutive Forest School sessions, showing how observations and evaluations inform future session plans.
		3.4	Use observations of one participant over three consecutive sessions to assess the impact of Forest School on their learning and development.
4.	Know how to reflect on own Forest School training.	4.1	Summarise own development and learning gained whilst training to be a Forest School Assistant.

Assessment Guidance:
NA

Additional Information:	
Assessment Criteria	Indicative Content
LO1/ AC1.1	<ul style="list-style-type: none"> Understand the Forest School ethos, principles and criteria for good practice as agreed by the UK Forest School community, which can be found at: http://www.forestschoollassociation.org/full-principles-andcriteria-for-good-practice/ Explain how Forest School promotes holistic development giving examples

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	<ul style="list-style-type: none"> • Cross referencing to session evaluations/observations
LO2/ AC 2.1 AC 2.2	<ul style="list-style-type: none"> • Refer to widely recognised principles of play, Article 31 of the UN Convention on the Rights of the Child and current play work practice. • Links will need to be made to the Play Policy in the Forest School handbook. • Evidence to be drawn from the learners' plans, observations and evaluations during their 'Introduction to Forest School Programme'.
LO2. AC 2.3	<ul style="list-style-type: none"> • The learner will reflect how a community of learning has been developed, considering the effectiveness of a range of strategies to include: <ul style="list-style-type: none"> ○ During training ○ During 'Introduction to Forest School Programme'
LO3 AC3.1	<ul style="list-style-type: none"> • What is the role of the Forest School Assistant? <ul style="list-style-type: none"> ○ Understanding should be mapped to the Forest School Ethos and Principles. This could be presented (but not limited to): <ul style="list-style-type: none"> ▪ Job description ▪ Detailed mind map ▪ Written explanation.
LO3 AC 3.2	<ul style="list-style-type: none"> • Assisting with the planning, delivery and evaluations of three consecutive sessions with the same children on the same site. • Session plans to include (but not limited to): <ul style="list-style-type: none"> ○ Practical issues: <ul style="list-style-type: none"> ▪ Weather check ▪ Site check ▪ Staffing ▪ Resources i.e. kit, craft resources, refreshments and handbook ▪ Safety and welfare equipment ▪ Risk Benefit Assessments for the experiences in that particular session. • Possible Lines of Development: linking to the learning and development needs of the individuals in the group demonstrating how your planning has been informed by the previous session. <p>(The learner is not required to plan the three sessions in advance, as each session will be informed by the previous session).</p> <ul style="list-style-type: none"> • Other areas to include on the session plan are: <ul style="list-style-type: none"> ○ Establishing a safe community of learning ○ Establishing group expectations ○ Opportunities for self-directed learning and play ○ Opportunities for holistic development ○ Opportunities for participant reflection.
LO3 AC3.3	<ul style="list-style-type: none"> • Forest School Programme Evaluation <ul style="list-style-type: none"> ○ Documented evidence from each session with objective observations about what actually happened compared to

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	<p>the plan</p> <ul style="list-style-type: none"> • 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.
LO3 AC3.4	<ul style="list-style-type: none"> • Observations <ul style="list-style-type: none"> ○ 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.
LO4 AC4.1	<ul style="list-style-type: none"> • Learners to be alerted to this assessment criteria on day one of training. • Offer a range of approaches in ongoing personal reflective practice.