Unit title:	**Forest School Programme: Learning and Development**
Level:	**3**
Credit value:	**6**
GLH:	**50**
TQT:	**60**
Unit code:	**SG1/3/NQ/006**
Unit reference number:	**M/616/2560**
Unit aim:	**Learners will gain knowledge and understanding of the Forest School pedagogy and approach to Learning and Development**

This unit has 5 learning outcomes.

Learning Outcomes	Assessment Criteria
The learner can:	**The learner will:**
1. Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme'.	1.1. Summarise how the Forest School principles apply to own programme. 1.2. Give examples of ways in which Forest School encourages physical development and well-being. 1.3. Give examples of ways in which Forest School encourages social and emotional development and well-being including: • Self-esteem • Confidence • Emotional Intelligence • Resilience • Spiritual Development. 1.4 Give examples of ways in which Forest School encourages intellectual development including: • Creativity • Independent learning.
2. Understand the value of the play process at 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 are integrated into own 'Introduction to Forest School Programme'.

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Learning Outcomes	Assessment Criteria
The learner can:	**The learner will:**
3. Understand relevant theories of learning and development and their application to Forest School.	3.1. Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'.
4. Understand the impact of behaviour on learning and development at Forest School.	4.1. Summarise some of the key influences that affect the behaviour of all participants at Forest School. 4.2. Explain how any participant's total behaviour can impact on their learning and development and that of others at Forest School. 4.3. Describe how meeting the needs of all participants develops a community of learning; giving examples from own experience of Forest School.
5. Know how to reflect on own Forest School training.	5.1. Summarise own personal development and learning journey through the Forest School training process. 5.2. Explain how own experience of Forest School training may inform own wider practice and professional development.

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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 assessment section of the website https://www.aim-group.org.uk/services/aim-qualifications/centres/centre-handbook-and-forms/

Sector Subject Area (SSA)	3.2
Date from which unit will be available for learners	01/09/2017
Unit review date	31/08/2022
Assessment guidance	Holistic assessment within and across units is encouraged and assessment methods must be valid, fair and reliable.

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Indicative Content offers advice to trainers

Learning Outcome/Assessment Criteria	Indicative Content
LO 1 AC 1.1	• Understand the Forest School principles and criteria for good practice as agreed by the UK Forest School community, which can be found at: http://www.forestschoolassociation.org/full-principles-and-crieria-for-good-practice/ • The learner will also demonstrate an understanding of the challenges of implementing the principles and criteria with a planned approach to overcome them.
LO 1 AC1.2, AC 1.3, AC 1.4	• These assessment criteria focus on the rich spectrum of outcomes drawn from the Forest School ethos, principles, criteria and aspects of holistic development. • Use examples from own 'Introduction to Forest School Programme'. • The learner needs to demonstrate an understanding of holistic development referencing background reading/relevant research. • Cross referencing to the planning unit may be useful.
LO 2 AC 2.1 and 2.2	• 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 play policy and/or the Forest School handbook.

	• Evidence will be drawn from the learners' plans, observations and evaluations during their 'Introduction to Forest School Programme'
LO 3 AC 3.1	• A minimum of two learning theories • Summary of the key aspects of each learning theory. • Why the theories were chosen. • Relevance of theories to Forest School • Cross reference with the Delivery Unit. • Include examples from the participants own 'Introduction to Forest School Programme.'
LO 4 AC 4.1	Internal/external factors in Forest School and in the wider lives of all adults and children, including but not limited to: • Social • Environmental • Biological • Neural development
AC 4.2	A non judgemental approach to behaviour considers how needs (met and unmet) impact on neural development and how this is expressed as behaviours. Explain how these behaviours then impact on the learning and development of individuals and others at Forest School.
LO 4 AC 4.3	The learner will reflect and consider the effectiveness of ways a learning community have been developed: • During training • During 'Introduction to Forest School Programme' • During observations of other Forest School programmes (if applicable).

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LO 5 AC 5.1, 5.2	- Learners to be alerted to this assessment criteria on day 1 of training - Offer a range of approaches in personal reflective practice. - Use this assessment criterion at end of training process to identify Continuing Professional Development.