Changing lives through learning

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Learning and Development at a Forest School Programme

Unit Reference Number: M/616/6303

Level: Level Three

Credit Value: Six (6)

Minimum Guided Learning Hours: 30

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand relevant theories of learning and development and their application to a Forest School programme	1.1 Summarise two recognised learning theories
	1.2 Explain the relevance of the recognised learning theories to a Forest School Programme
	1.3 Explain how learning theory has been applied to own Forest School programme
2. Understand how a Forest School programme can support holistic development and learning	2.1 Summarise the Forest School approach to learning
	2.2 Outline the concept of holistic development
	2.3 Explain how holistic development is facilitated through Forest School
	2.4 Explain how Forest School promotes self-esteem and emotional intelligence
	2.5 Explain ways in which Forest School fosters resilient, confident, independent and creative learners
	2.6 Explain how Forest School promotes appropriate risk taking and how this impacts on learning and development

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	2.7	Evaluate the key principles of play and their relevance to Forest School
	2.8	Explain how learning and development through play has been implemented during own Forest School sessions
3. Understand the impact of behaviour on learning and development at a Forest School programme	3.1	Summarise factors affecting the behaviour of Forest School learners
	3.2	Explain how a learner's behaviour could impact on own and others' learning and development
	3.3	Evaluate methods of encouraging behaviour that is appropriate at Forest School
4. Be able to reflect on own Forest School training	4.1	Explain the role of the Forest School programme leader in promoting learning and development
	4.2	Summarise own personal development and learning during the Forest School training process
	4.3	Explain how own personal development and learning may inform wider practice

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