

Coursework Tutorial Notes

1) Portfolio in general

- **We only need to see your answers.** Leave out all of our handouts and photos, unless they are specifically answering an Assessment Criteria.
- **Do not use poly pockets**, as we need to write on every page and it makes the marking job much longer.
- **Page numbering** – you will need to number your pages. This can be per unit or for the whole portfolio. You will need to put your page numbers on the front sheets of each unit (pages with the coloured band). We will not number your pages for you.
- **Bibliography** – you can choose to do this at the end of each answer or at the end of each unit. You will need to put in both texts and websites you have used in your research for your answers. You can use the Harvard system of recording this, or something similar.
- **Plagiarism** – It is important that you do not copy whole chunks of texts from books or websites and submit them as your answer. **Quotes** are acceptable but only if they are used to support your own points in your own words. Quotes must be identifiable from your own words (use italics or quotation marks and a reference number. The source of the quote can be in brackets at the end of the quote or in your bibliography)
- **Photographs** – these can be put in if they answer an Assessment Criteria. You will need to put in what the photo is about and when you took it.
- **Statement of Ownership** – we have not put in a pro-forma for you to fill in. You will need to create your own statement of ownership, detailing that it is your own work and if you have worked with others in the delivery of your FS programme who they were and what you worked on together.

2) Marking your Portfolio

- In the OCN system of marking, we will check that you have answered all the Assessment Criteria to a level 3 standard and in full. If there are any parts of your answers which need more detail then we will give feedback to you (via email). You will then have up to three chances of sending in additional work (could just be additional paragraphs) to bring your answer to completion. We will add in any additional work to your portfolio here.
- If more than half of your portfolio needs reworking we will return your portfolio for you to work on and resubmit.
- Only when we are satisfied that you have answered all the Assessment Criteria appropriately will we email you that your portfolio is complete and send it through to the moderators for checking and certification.

3) Posting your Portfolio

- Make a copy of your work before posting it
- You will need to post your portfolio to the address given in your L3 folder
- Post it recorded delivery

Further info in your coursework file, red section.

4) Practical Skills Unit in detail

- 1.1 Make sure you put in an explanation of the structure (layering) of woodlands and what is found in those layers
- 1.2 Make a comparison between the eco-systems of the two main woodland types (noting the similarities and differences in structure and flora/fauna). This can be done as a table
- 1.3 Identification of flora and fauna – put together an identification sheet for both flora and fauna you have on your FS site. Do consider dangerous plants and ground flora. For fauna do consider their droppings/tracks/colour/fur/number of legs and other evidence which you might use to identify them with. If you use any photos or pictures you will need to identify the source in your answer. You will need to add at least 2 identifying traits for each item. A list is not enough.

- 1.4 Importance of identification – consider health & safety reasons, as well as being able to choose the right materials for the job, which species you can harvest easily and knowing which plants/fauna are protected species, as your reasons for or being able to identify flora and fauna
- 1.5 Summary of historic use and management of woodland - Choose an area of woodland in your locality that there is information readily available on – could be the woodlands you are using or within the area you live in. Write a short summary of the history of this woodlands and how it has been used and managed.
- 1.6 Two methods of sustainable woodland management – consider coppicing, rotation of site, pollarding and education and choose two methods to write about as methods of sustainably managing the woodland
- 2.1 – 2.4 Covered in your Practical Skills assessment – send in the signed booklet
- 2.5 Make 4 items – give an explanation of how you created them. You can supplement them with photos of the finished item (must be of your item, not someone else's)
- 2.6 Shelter building – you can put in a photo of your group shelter you built during the training. Again give an explanation of how you built it.
- 3.1 – 3.3 Covered in your Practical Skills assessment – send in the signed booklet.

5) Learning & Development Unit in detail

- 1.1 Summarise two theories of learning and development (what does the theory say) and explain how they are relevant to FS (how could you use it at FS).
- 1.2 Apply a theory to your FS - write about how you have used one of the theories at your FS.
Good to include how it has helped you to work with learners at your FS.
- 2.1 What is holistic learning and how you can promote it at FS. You can look at each of the elements contained within holistic learning and write about how they can be encouraged at FS. And you can think of one activity at FS and how this covers all of the elements contained in holistic development.
- 2.2 Explain how FS impacts on self-esteem and emotional intelligence – outline what self-esteem is and how this can be encouraged at FS (e.g. achievable chunks, repetition, supported in learning style and stage). Then outline what emotional intelligence is and how this can be encouraged at FS (e.g. modelling, discussion about awareness of feelings, how others feel and dealing with issues arising)
- 2.3 Explain how FS promotes appropriate risk taking and how this impacts on Holistic Development. Think about risk taking in the physical sense (taking risks learning to walk on muddy terrains, learning about dangerous plants) and emotional sense (learning about trust, speaking in front of others etc). Then how it links to Holistic Development.
- 2.4 Explain relevance of Article 31 in relation to play – what does the Article say about play. How does FS implement play (providing space and providing resources/guidance)
- 2.5 Evaluate how play supports Holistic Development with reference to observations at FS – what can be gained from play? Can these support HD? (do consider those children who find it hard to play and also adults who intervene rather than support play). Include some examples of play at your FS.
- 3.1 Summarise factors affecting behaviour and learning – write about some of the factors including low SE, schooling, peers, culture, parenting, diet. Do remember to include how they affect learning and behaviour (eg not enough sleep means the child cannot concentrate and may be lethargic or angry).
- 3.2 Evaluate strategies for encouraging appropriate behaviour and promoting learning – consider setting boundaries with children (so they become their rules), space to calm down, de-escalation, separating behaviour from child, having routines, working with preferred learning preferences
- 4.1 Role of the FS leader – how does the FS leader encourage Self-esteem and Emotional Intelligence. Are there different leadership styles and are some more appropriate to different parts of a FS session?
- 4.2 Summarise your learning journey – what have you learned about yourself during the training course (type of learner, how you learn etc) and include how this will inform your future

practice (if you found the repetition of knots useful then you might consider including lots of repetition in your FS sessions.)

6) Establishment & Delivery in detail

- 1.1 Summary of history of FS. Do include locally and in the UK.
- 1.2 Evaluate FS research – pick two pieces of research about Forest School and briefly give the outcomes of the research. Then most importantly write about your evaluation of it (what did you think to the research, did you agree with it, was there anything you felt was missing etc).
- 2.1 Handbook – this should be a relatively short document on all aspects of your Forest school. It is to be readable by your helpers so keeping it easy to understand. You will need to cover all the aspects given in the handout.
- 2.2 Ecological impact – fill in the three page form from your course file. Make sure you include how you will deal with the factors impacting (eg if you written that areas of your FS will become compacted, do include how you will deal with this (eg rotating sites, or leaving sites to rest or just accepting that it will happen and minimise it by sticking to paths)).
- 2.3 Management plan – use the form from the course file. Remember that you are looking into the future – consider how you will know if changes occur and how you will know if what you are doing about them works?
- 2.4 Session plans for your 6 sessions. Do include a brief overview of the group of children you have worked with, outlining their learning and development needs. You will need to show how these link to your session plans. Your session plans should show the session number, date, number of children, what the aim of the session is and the plan for the session. You can use our session plan forms from website.
- 2.5 Discuss the process of managing risk – do include how your risk assess at FS and what risk assessments you do. Then add in how you apply this process of risk management to your FS group (do you include the children in risk assessing? What are the limitations etc)
- 2.6 Produce the relevant risk assessments – we will need to see the following risk assessments for your FS programme:
 - Generic site risk assessment
 - Activities risk assessment (if not included on your daily risk assessments)
 - Daily risk assessment for each session, including weather check and any changes you have observed.All risk assessments need to be signed by yourself and dated.
- 2.7 Communication strategy – write about all the different parties you will have communicated with to sort out your FS programme (governors, land owners, teachers, assisting staff, children etc) and what in essence was the information you communicated with them.
- 3.1 Lead your planned sessions – put in your Delivery Assessment form. Do make sure that you have put in any of the changes recommended at your Delivery Assessment.
- 3.2 Observe a minimum of three children and evaluate how FS has impacted on their SE, EI, behaviour and learning – For each of the three children put in a brief statement on their background and learning needs. Then write up your observations, which can be per session. Then you need to evaluate your observations for each child. Look at each child and specifically write about what it was that worked at FS for that child (was it the ratios, the space to choose when to join in, the repetition, the build up of trust etc)
- 3.3 Formative assessments after each session – these are often on your session plan. They should include how what went well in the session and what didn't, as well as what you need to remember for future sessions.
- 3.4 Summative evaluation of your FS programme – write about your FS programme as a whole, what went well, what you would do differently in future.

- 7) **Notes for students working together with others on the FS programme:** Your statement of ownership at the front of your portfolio will need to detail who you have worked together with and which documents you have worked together on.
1. You can work on the session planning together and you can put in identical plans to the portfolio.
 2. You can do the site risk assessment together but you will need to write up your own version for your portfolio. With the activities risk assessment and the daily risk assessments you will need to show you have completed half of them yourself.
 3. You can discuss the formative assessments at the end of each session. In the portfolio include three of your evaluations and three of your colleagues (evaluate three sessions each)
 4. You can discuss observations of the children at your FS however you will have to put three observations of three children and they should not overlap. If through unexpected circumstances you are both working with fewer than 6 children, you will have to write about some of the same children and you can contribute to observations but will need to write up your own interpretation for three children
 5. The Ecological impact assessment should be done together. Write up your own version.
 6. The management plan should be done together. Write up your own version.
 7. The handbook can be created together. Make sure you both sign the front of the document and date it. You will each need to send in a copy for your portfolio.

You are each registered individually as a student on the Forest Leader training with Open College Network (OCN) and in order to receive the award (certificate) you will need to submit a portfolio of evidence which is your own work. Sharing some of the running of your FS programme and discussions on what to include in the portfolio is supported, however the final portfolio submitted needs to show your own work and the input you have had on collaborative work.