



Sample

Environmental Short Course

Student name:

Centre name:

ASDAN tutor:



The Wildlife Trusts are proud to endorse the ASDAN Environmental Short Course.

“From investigating our atmosphere to learning about how to conserve our wildlife, fostering a knowledge and love of the natural world is vital in protecting it for future generations.

The Wildlife Trusts are one of the UK’s leading providers of outdoor learning. With more than 500 staff and volunteers in our education teams, we run programmes like Forest Schools in wild locations, host a network of 250 junior nature clubs, run thousands of wildlife events each year and work with thousands of schools and education establishments across the UK.

Connecting people and wildlife is at the heart of what we do, and we are delighted that ASDAN’s Environmental Short Course can help to support this.”

DISCLAIMER:

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Environmental Short Course

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Achieving your Short Course

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of Environmental activities. For every 10 hours, you are awarded one credit, for example:	10	1
	30	3
	60	6

These credits can contribute towards other programmes and qualifications.

The **Environmental Short Course** can lead to:

ASDAN Personal Development Programmes
(Bronze, Silver, Gold or Universities)

ASDAN Qualifications (Levels 1 and 2)

AoPE (Award of Personal Effectiveness) Levels 1 and 2

CoPE (Certificate of Personal Effectiveness) Levels 1 and 2

and could eventually lead on to:

ASDAN Qualifications (Level 3)

CoPE (Certificate of Personal Effectiveness) Level 3

What must I do?

Read through these introductory pages carefully.

Look at the modules and challenges and decide which challenges you wish to complete – your tutor will be able to help you decide.

Create an evidence portfolio to safely store all the material you'll need to have in place before your tutor can claim your Short Course certificate.

Plan, organise and carry out your chosen challenges, collecting evidence as you go and storing it safely in your evidence portfolio.

Before asking your tutor to check your work and claim your certificate make sure your portfolio contains the following:

1. A student book
2. A completed Record of Progress (page 5)
3. Evidence for each challenge completed
4. The correct number of Short Course Skills Sheets (see pages 45-52)
5. A completed Summary of Achievement (yellow centre pages)
6. A completed Personal Statement (yellow centre pages)

What will I need?

- Your own copy of this Short Course book
- A portfolio (file or folder), into which you will put your evidence

Information for tutors

To download A Quick Guide to Short Courses, go to:
members.asdan.org.uk/my-courses/short-courses

This contains step-by-step guidance for delivering any Short Course, from registering with ASDAN to certification.



Recording Your Skills

Recording your skills

Next to each challenge is a set of tick boxes where you can record the skills you have been developing during the activity.

These help you link your achievements to the national standards for these skills.

Environmental activities provide an excellent opportunity to develop the skills of:

- Learning
- Teamwork
- Coping with Problems
- Use of IT
- Use of English
- Use of Maths

The importance of Key/Core Skills

These are an everyday part of adult and working life. You need to be able to make yourself understood when speaking and writing, planning your own learning, working with others, carrying out basic calculations and using information technology.

Every job needs some or all of these skills and they are just as useful in Further and Higher Education.

Learning

This skill is about how you manage your personal learning and development. It is about planning and working towards targets to improve your performance and reviewing your progress.

Teamwork

This skill is about how you work with others when planning and carrying out activities to get things done and achieving shared objectives. This will involve working with a group of people.

Coping with Problems

This skill is about recognising problems and doing something about them. It is about using different methods to find a solution and checking to see if they work.



Use of IT

This skill is about being able to make the best use of computers and other items such as printers, scanners and digital cameras. Being familiar with how to use this equipment is vitally important, not only in the workplace but also in the home.

Use of English

This skill is not only about how you talk to people but also about the ways you find out information and let other people know about your views and opinions. It also includes all aspects of writing and reading.

Use of Maths

This skill is about your ability to use numbers. If, for example, you've measured or calculated something you will have used numeracy skills. Being able to use numbers is a skill highly valued by employers; many of the challenges in this Short Course will give you opportunity to practise your numeracy skills.



Module 1

My Environment – Review
and Awareness Raising



Module 1 My Environment – Review and Awareness Raising

Section A: Complete at least FOUR challenges over 10 hours (1 credit)

- 1** Demonstrate an understanding of the environment by considering the following:
- Decide what environmental issues are important to you and the wider community
 - Provide suggestions about how environmental issues could be managed and monitored at your centre to help the environment in general
- Discuss this with your whole group and make a list of everyone's ideas for display.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

- 2** As a group carry out an environmental review of your centre or community. Include areas that are inside and areas that are outside.
- Use a map or plan to show areas that require improvement. Show what is wrong and suggest what can be done to improve these areas.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

- 3** Find out about your centre's water use, energy use, waste and recycling arrangements. You could do this elsewhere (e.g. your home, a local company, your home town).
- Make suggestions for and carry out improvements.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

- 4** Make an action plan that shows how you are going to tackle one or more environmental issues at your centre, or on a local, national or international level.
- You may not be able to tackle everything at once, so:
- Give each point a timescale
 - Prioritise which issues you think you can deal with first

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths



Module 3

The Built Environment

Sample

Module 3

The Built Environment

9 Find out about the work of an organisation that helps to preserve and protect historic buildings. Produce a report summarising the work that they do.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

10 Other agreed challenge:

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

Sample



Module 6

My Environment – Managing and Monitoring



Module 6 My Environment – Managing and Monitoring

Section B: Complete ONE or TWO challenges over 10 or 20 hours (1 or 2 credits)

1 Collect copies of your centre's energy bills for the last one to two years. From the bills, work out how much energy has been used and how much it has cost per year. Work out your energy efficiency rating.

Research the possibility of your centre using a 'green tariff'. Find out:

- what options are available
- what benefits they offer (to you and the environment)
- whether your centre could save money

Present your findings as a report for governors or your centre managers.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

2 Take an active role in a significant environmental project over a period of time.

- Show how the project developed from the beginning
- Keep records of meetings and other activities
- Review progress regularly
- Suggest solutions to any issues or problems you may have
- Be aware of health and safety responsibilities
- Inform other people about the progress of the project as appropriate (e.g. via blog, display board, local press)
- Pass on any knowledge or skills you have gained
- Celebrate all successes

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

3 Collect copies of your centre's food and drink bills for the last one to two years to find out:

- how much is spent on food and drink annually
- where the food and drink comes from (food miles)

Research the possibility of your centre buying the majority of its food and drink from locally produced sources.

- Compare the current costs with the new costs
- Compare the current and new food miles

Present your findings as a report for governors or your centre managers.

- Skills I used:**
- Learning
 - Teamwork
 - Coping with Problems
 - Use of IT
 - Use of English
 - Use of Maths

Adding Value

Your Environmental Short Course is recognised with an ASDAN certificate, and has a credit rating to reflect the time you have spent on Environmental activities. This course can also be linked to other programmes and qualifications, which add value and give you further options for continuing to develop your skills and experience.



★ If you are aiming to achieve any of these qualification outcomes you should seek advice from ASDAN before starting your Environmental Short Course.

Sample



ENVSWB/1

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