



Ascentis Level 2 Award in Forest School Programme Support

Specification

Ofqual Number: 600/8962/3

Ofqual Start Date: 01/05/2013

Ofqual Review Date: 31/07/2026

Ofqual Certification Review Date: 31/07/2027

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

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ASCENTIS LEVEL 2 AWARD IN FOREST SCHOOL PROGRAMME SUPPORT

Introduction

The Ascentis Level 2 Award in Forest School Programme Support provides learners with the skills required to support Forest School Leaders when conducting Forest School outdoor programmes and activities. It is designed to meet the needs of teachers, youth workers, students and others in providing preparation for further development and study to becoming a Forest School Leader.

Aims

The qualifications enable learners to:

- develop an understanding of the principles and ethos of Forest School;
- gain skills and learning of life in the outdoors;
- prepare learners for further study and employment in the outdoors;
- gain continuing professional development;
- become a Forest School Programme Leader.

Target Group

It is designed to meet the needs of students, young people, offender learners, teachers and anyone else with an interest in working outdoors.

Ofqual Qualification Number:

600/8962/3 Ascentis Level 2 Award in Forest School Programme Support

Rules of Combination

Ascentis (AptEd) Level 2 Award In Forest School Programme Support (QCF)				
The learner must achieve 6 credits from the Mandatory Group				
Mandatory Group				
Title	Level	Credit Value	GLH	QCF Unit ref
Supporting Learning and Development at a Forest School Programme	2	3	24	D/504/7409
Skills for the Forest School Programme Assistant	2	3	24	Y/504/7408

Unit certification is available for all units.

Recommended Guided Learning Hours

The recommended guided learning hours for Level 2 Award in Forest School Programme Support is 48.

Total Qualification Time

The total qualification time for Level 2 Award in Forest School Programme Support is 60.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 16-18, 19+

Opportunities for Progression

The Ascentis suite of Forest School qualifications enable learners to progress to higher levels of study in the same broad subject area. They also provide learners with a platform for progression into employment opportunities such as employment as a Forest School Leader.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or recent, extensive and relevant experience in the sector in which the qualification resides.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis electronic portal or the Ascentis website.

UNIT SPECIFICATIONS

Unit Title: Supporting Learning and Development at a Forest School Programme

Unit Reference Number: D/504/7409

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand how a Forest School can support an individual's learning and development.	1.1. Describe how Forest School programmes support holistic development. 1.2. Summarise the Forest School approach to learning.
2. Know how experiences can support learning and development at a Forest School.	2.1. Describe the importance of play and self-directed learning at Forest School. 2.2. Describe key elements of play and outline how these can be promoted at Forest school. 2.3. Describe ways of encouraging positive behaviour and learning at Forest School. 2.4. Describe methods to promote self-esteem at Forest School and how this impacts on learning.
3. Be able to perform the role of Assistant at a Forest School.	3.1. Describe how the Forest School assistant supports: • the learners • the Forest School Leader. 3.2. Assist with the planning of three consecutive Forest School sessions. 3.3. Assist with the delivery of three consecutive Forest School sessions in a Forest School environment. 3.4. Use observations of one individual over three sessions to assess the impact of Forest School on learning and development. 3.5. Summarise own development and learning gained whilst training to be a Forest School Assistant.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

UNIT SPECIFICATIONS

Unit Title: Skills for the Forest School Programme Assistant

Unit Reference Number: Y/504/7408

Credit Value of Unit: 3

GLH of Unit: 24

Level of Unit: 2

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand sustainable woodland management at a Forest School.	1.1. Describe the layers found in: • broad-leaf woodland • coniferous woodland.
	1.2. Describe features of woodland flora and fauna that would help identify them.
	1.3. Identify a range of flora and fauna in a Forest School environment.
	1.4. Outline how Forest School can harm the woodland.
	1.5. Outline how potential negative impact on the woodland at Forest School can be minimised.
2. Understand the role of risk assessment at Forest School.	2.1. Define the terms 'hazard' and 'risk' with reference to Forest School.
	2.2. Carry out a site risk assessment and a risk-benefit assessment related to an experience at Forest School.
3. Be able to carry out practical tasks at Forest School.	3.1. Identify appropriate personal protective equipment (PPE) for a range of tasks at Forest School.
	3.2. Demonstrate the safe use of a range of hand tools suitable for Forest School.
	3.3. Demonstrate how to check, clean and store tools safely.
	3.4. Demonstrate the tying of a range of knots used at Forest School.
	3.5. Make items using natural woodland materials.
	3.6. Erect a temporary shelter using a tarpaulin and ropes.
	3.7. Demonstrate the safe siting, lighting, management and extinguishing of a fire at Forest School.
	3.8. Demonstrate how to check that the Forest School site is left in an appropriate state.

Assessment Method

Portfolio of Evidence

Equivalences

N/A

APPENDIX 1

Summary Record of Achievement

600/8962/3 Ascentis Level 2 Award in Forest School Programme Support

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Supporting Learning and Development at a Forest School Programme	2	3			
Skills for the Forest School Programme Assistant	2	3			

Learner Name _____

Minimum Credit Value of Qualification 6

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

D/504/7409

Supporting Learning and Development at a Forest School Programme

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe how Forest School programmes support holistic development.				
1.2. Summarise the Forest School approach to learning.				
2.1 Describe the importance of play and self-directed learning at Forest School.				
2.2. Describe key elements of play and outline how these can be promoted at Forest school.				
2.3. Describe ways of encouraging positive behaviour and learning at Forest School.				
2.4. Describe methods to promote self-esteem at Forest School and how this impacts on learning.				
3.1 Describe how the Forest School assistant supports:				
* the learners				
* the Forest School Leader.				
3.2. Assist with the planning of three consecutive Forest School sessions.				
3.3. Assist with the delivery of three consecutive Forest School sessions in a Forest School environment.				
3.4. Use observations of one individual over three sessions to assess the impact of Forest School on learning and development.				
3.5. Summarise own development and learning gained whilst training to be a Forest School Assistant.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

Tracking Sheet

Y/504/7408

Skills for the Forest School Programme Assistant

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe the layers found in:				
* broad-leaf woodland				
* coniferous woodland.				
1.2. Describe features of woodland flora and fauna that would help identify them.				
1.3. Identify a range of flora and fauna in a Forest School environment.				
1.4. Outline how Forest School can harm the woodland.				
1.5. Outline how potential negative impact on the woodland at Forest School can be minimised.				
2.1 Define the terms 'hazard' and 'risk' with reference to Forest School.				
2.2. Carry out a site risk assessment and a risk- benefit assessment related to an experience at Forest School.				
3.1 Identify appropriate personal protective equipment (PPE) for a range of tasks at Forest School.				
3.2. Demonstrate the safe use of a range of hand tools suitable for Forest School.				
3.3. Demonstrate how to check, clean and store tools safely.				
3.4. Demonstrate the tying of a range of knots used at Forest School.				
3.5. Make items using natural woodland materials.				
3.6. Erect a temporary shelter using a tarpaulin and ropes.				
3_7. Demonstrate the safe siting, lighting, management and extinguishing of a fire at Forest School.				
3_8. Demonstrate how to check that the Forest School site is left in an appropriate state.				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____