



Ascentis Level 1 Award in Introduction to Forest School Principles

Specification

This qualification is being withdrawn. The last date of registration for learners is 31st July 2027 after which no further learners can be registered.

The certification end date is 31st July 2028. If you require any further clarification, please email development@ascentis.co.uk.

Ofqual Number: 600/9367/5

Ofqual Start Date: 01/06/2013

Ofqual End Date: 31/07/2027

Ofqual Certification End Date: 31/07/2028

QiW Designation Number: C00/1652/4

QiW Designation Start Date: 01/08/2022

QiW Operational End Date: 31/07/2027

QiW Certification End Date: 31/07/2028

SUMMARY OF CHANGES

Version and Date	Change Detail	Section
September v2	Qual withdrawal information added	Front page
	Review and certification dates updated	Front page
	Summary of changes table added	Page 2
	AI use paragraph added	Page 8

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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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

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ASCENTIS LEVEL 1 AWARD IN INTRODUCTION TO FOREST SCHOOL PRINCIPLES

Introduction

The Ascentis Level 1 Award in Introduction to Forest School Principles provides learners with an introduction to the Forest School ethos and learning in the outdoors.

Aims

The aims of the qualification are to:

- 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.

Regulation Codes

Ofqual Qualification Number - 600/9367/5 Ascentis Level 1 Award in Introduction to Forest School Principles

QiW Qualification Designation Number - C00/1652/4 Ascentis Level 1 Award in Introduction to Forest School Principles

Rules of Combination

Ascentis Level 1 Award in Introduction to Forest School Principles				
The learner must achieve 3 credits to achieve the qualification.				
Mandatory Group (Learners must achieve 3 credits from this group)				
Title	Level	Credit Value	GLH	Unit Reference
Introduction to Forest School Principles	1	3	25	J/504/7405

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 25.

Total Qualification Time (TQT)

The total qualification time for this qualification is 30.

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 14+, 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. Late registration may result in a fee, refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk

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 reasonable adjustments and special considerations are available from the login 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 login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

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
- Audio recordings
- Self-assessments
- Workbook activities
- 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.

The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login 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 Quality Assurers 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 website.

UNIT SPECIFICATIONS

Unit Title: Introduction to Forest School Principles

Unit Reference Number: J/504/7405

Credit Value of Unit: 3

GLH of Unit: 25

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the Forest School approach to learning.	1.1. Outline the Forest School approach to learning.
	1.2. Identify the benefits of participating in Forest School.
	1.3. Identify ways in which Forest School supports the development of the whole person.
	1.4. State ways that play can benefit participants at Forest School.
	1.5. State the roles of adults in a Forest School session they have observed.
2. Be able to participate in a Forest School experience.	2.1. Participate in a range of Forest School activities.
3. Understand methods of identification of woodland species.	3.1. Name methods of identifying woodland species, providing examples.
4. Understand the impact of Forest School on the woodland environment.	4.1. Identify ways in which Forest School could impact on the woodland environment.
5. Understand hazards at Forest School.	5.1. Identify different types of hazard and their associated risk.
	5.2. State how these risks at Forest School may be reduced.

APPENDIX 1

Summary Record of Achievement

600/9367/5 Ascentis Level 1 Award in Introduction to Forest School Principles

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to Forest School Principles	1	3			

Learner Name _____

Minimum Credit Value of Qualification 3

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

J/504/7405

Introduction to Forest School Principles

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the Forest School approach to learning.				
1.2. Identify the benefits of participating in Forest School.				
1.3. Identify ways in which Forest School supports the development of the whole person.				
1.4. State ways that play can benefit participants at Forest School.				
1.5. State the roles of adults in a Forest School session they have observed.				
2.1 Participate in a range of Forest School activities.				
3.1 Name methods of identifying woodland species, providing examples.				
4.1 Identify ways in which Forest School could impact on the woodland environment.				
5.1 Identify different types of hazard and their associated risk.				
5.2. State how these risks at Forest School may be reduced.				

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 _____