

Qualification Specification

QNUK Level 1 Award in Forest School Ethos and Principles (RQF)

603/7785/9

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1. Introduction

Qualifications Network Limited (QNUK) is an Awarding Organisation recognised and regulated by the Office of Qualifications and Examinations (Ofqual) in England, the Council for Curriculum, Examinations and Assessment (CCEA) in Northern Ireland and Qualifications Wales.

This specification outlines key information required by users of the qualification to ensure they can make an informed decision about the suitability of the qualification they are taking or proposing to take for the purposes that they intend to use it.

2. Contact Us

Please get in touch if you need any advice or guidance with this qualification.

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3. Version Number

Centres should make sure they are using the most up to date document by checking the footer which will confirm the current version number.

Document owner	Qualifications Manager
Date last updated	11/08/2021
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Version	1
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4. Qualification Objective

This qualification has several objectives, including:

- preparing learners to progress to a qualification in the same subject area but at a higher level or requiring more specific knowledge, skills and understanding
- preparing learners for employment, and
- supporting a role in the workplace

5. Sector Support and Industry Recognition

Our Forest School qualifications have been supported by the Forest school association (<https://forestschoollassociation.org>) and is one of the qualifications required should learners wish to progress to recognition as a forest school provider.

6. Geographical Coverage of this Qualification

This qualification is available in England, Wales, and Internationally

7. Benefit for Learners

Learners will gain an introductory knowledge and understanding of Forest School Ethos and Principles. This is ideal for volunteer helpers and early years managers who won't be practicing by would like to gain an understanding of the ethos and principles of a Forest School setting.

8. Progression

Learners could progress to the:

- QNUK Level 2 Award for Forest School Assistants (RQF)
- QNUK level 3 Certificate for Forest School Leaders (RQF)

9. Recognition of Prior Learning

QNUK are unable to accept requests for recognition of prior learning (RPL) for this qualification

10. Complementary Courses

Learners may also wish to attend the QNUK Level 3 Award in Forest School First Aid (RQF)

11. Qualification Information

Qualification Number (QN)	603/7785/9
Learning Aim	60377859
Total Qualification Time (TQT)	30
Guided Learning Hours (GLH)	25
Credit value	3
Level	1
Validity	Lifetime
Assessment	Portfolio of evidence
Achieving the qualification	Learners must achieve the one mandatory unit

12. Qualification Structure

Unit No.	Unit Title	Level	GLH	TQT	Credit
Mandatory units					
J/618/8257	Introduction to the Forest School Ethos and Principles	1	25	30	3
Optional units					
	None				
Additional units					
	None				

The learning outcomes for the qualification may be found in Appendix 1. The Assessment Guidance details the assessment criteria which are used to determine if a learner has met the requirements of the learning outcomes. Further depth of coverage is also provided in the Assessment Guidance.

13. Learner Entry Requirements

There are no specific recommended prior learning requirements for this qualification. Entry is at the discretion of the centre; however, learners should be aged 14 years and over to take this qualification.

Learners must have sufficient command of the English language to understand and undertake the recommended assessment methods for this qualification.

There are no other pre-requisites for this qualification. However, learners should be able to work at level XX and above.

14. Delivery

Learners should complete the qualification within 12 weeks.

14.1. Venue Requirements

The training venue should be suitable for learning and meet all relevant Health and Safety requirements, land owners permission should be gained. A suitable area for a fire must be available.

14.2. Equipment Requirements

Learners are required to experience forest school therefore they equipment requirements would be typical of a Forest School setting. This will include small tools and shelter as well as equipment for other activities such as building a fire, cooking etc.

14.3. Blended Learning

Blended learning is accepted for this qualification where elements of theory are covered. Due to the nature of the qualification and its purpose, learners are expected to spend a significant amount of the guided learning hours in the presence of their trainer/assessor in an outdoor setting.

14.4. Trainer to Learner Ratio

The maximum Trainer to learner ratio for this qualification is 1: 12. This number may be reduced for individual activities as per the risk assessment for the session.

14.5. Recommended Resources

The Forest School Association (<https://forestschoollassociation.org/>) has a range of links to support materials and information.

15. Centre Personnel Requirements

This qualification is delivery by suitably qualified trainers. Trainers and assessors should:

- Hold a current teaching or training qualification such as the Level 3 Award in education and Training or 12 Credit PTTLS, and
- Hold a Level 3 Forest School Leader Qualification, and
- Have a minimum of 2 years experience, post qualification, leading a forest school with at least one long term (i.e. through the seasons) programme with a variety of client groups and
- Hold a first aid qualification of at least 16 hours in duration which includes an outdoor element and
- Have professional and public liability insurance

Internal quality assurers should hold the same requirements for the trainer/assessor but also hold a Level 4 Qualification in internal quality assurance of assessment.

Please note whilst centre personnel may be approved for both roles, those assigned the role of Trainer/Internal Verifier are not permitted to operate in both these roles for any learner.

16. Assessment Requirements

Learners are assessed for this qualification through:

16.1. Portfolio of evidence

Learners are assessed for this qualification using a portfolio of evidence. The portfolio can include a range of assessment methods including:

- Short answer questions
- Record of professional discussions
- Observation of practical tasks/activities
- Product of work
- Video recordings
- Witness testimony

Language of assessment	English
Duration	As required
Pass mark	100%
Grading	Pass / Fail

17. Moderation

The level of external moderation required for this qualification will be risk based and in line with the Centre Assessment Standards Scrutiny Strategy applicable to this qualification.

There may be situations within the centre devised assessment methodology that require observations, in these situations QNUK EQA Department will also require to conduct verification visits to ensure the accuracy and consistency of assessment decisions.

QNUK EQA Department will advise the centre of the required levels of moderation/verification to anticipate for this qualification upon centre approval for delivery.

18. Resits

As this qualification is evidence based, resits are not required; however, appropriate referral of submitted work from the learner may be used where additional detail or depth of knowledge is required.

19. Reasonable Adjustments

Learners are required to complete the assessments in a manner appropriate to the purpose of the qualification.

The prescribed assessment methods for this qualification should not unfairly disadvantage learners who would otherwise be able to demonstrate competence in line with the purpose of the qualification. Learners should contact their centre to discuss reasonable adjustment if they feel the prescribed assessment methods would disadvantage them.

20. Results

The centre is required to submit learner results within 10 working days of assessment to Qualifications Network UK for moderation. We will issue verified results and appropriate certification to the approved centre within 7 working days of receiving the results. Centres will forward results and/or certificates to learners, who can expect to receive them within 20 working days of taking the assessment. If learners have not received results and/or certificates within 25 working days, they should contact the centre in the first instance.

Appendix 1: Units

Unit 1 Introduction to the Forest School Ethos and Principles (J/618/8257)

Unit Summary

This unit aim is for Learners to gain introductory knowledge & understanding of the Forest School Ethos and Principles

1. The learner will: Understand the Forest School approach to learning		
Assessment Guidance The learner must		Types of Evidence
1.1	Outline the Forest School approach to learning and development	Portfolio
1.2	Identify ways in which Forest School supports the development of the whole person	Portfolio
1.3	State ways that play can benefit participants at Forest School	Portfolio
1.4	Observe a Forest School session run by a qualified Level 3 Forest School Programme Leader	Obs
1.5	State the roles of the Forest School Leader and other adults at the session observed	Portfolio

2. The learner will: Be able to participate in Forest School experiences.		
Assessment Guidance The learner must		Types of Evidence
2.1	Participate in a range of Forest School experiences.	Obs

3. The learner will: Understand methods of identification of woodland species.		
Assessment Guidance The learner must		Types of Evidence
3.1	Name methods of identifying local woodland species, providing examples.	Portfolio

4. The learner will: Understand how Forest School impacts on the woodland environment.		
Assessment Guidance The learner must		Types of Evidence
4.1	Identify how Forest School experiences may impact on the woodland environment.	Portfolio

5. The learner will: Understand hazards and risks at Forest School.		
Assessment Guidance The learner must		Types of Evidence
5.1	Identify different types of hazard and their associated risks.	Portfolio
5.2	State how these risks at Forest School may be reduced.	Portfolio

Assessment guidance	
1.1	Includes the awareness of the Forest School Principles. Learning occurs through play and includes creativity and independent learning.
1.2	Developments include: <ul style="list-style-type: none"> • Self-esteem • Confidence • Emotional Intelligence • Resilience • Spiritual Development
1.3	Benefits may include building confidence, self-esteem and resilience as well as spiritual and emotional intelligence.
1.4	Learners should attend a forest school session that includes a range of activities, these can include but not be limited to crafts, cooking, building a fire and making a shelter.
1.5	Learners will be able to outline the role of the forest school leader and other adults at the observed Forest School session. Where appropriate these should be linked to Forest School principles.
2.1	The learner will be required to participate in a range of forest school activities. This should be from the perspective of the learner as it will allow them to understand and empathise with them.
3.1	Learners will be able to name methods of identifying local woodland species, providing examples. At least some of these should be from the local area.
4.1	Impacts may relate to impacts on flora and fauna, special features. The learner may discuss the type and level of impact and any mitigations that can be made.
5.1	Learners may outline the hazards and associated risks that may be found at a forest school. This could also be presented in the form of a risk assessment if appropriate.
5.2	Building on 5.1 the learner should record controls measures that can be in place to reduce risks to a suitable level. Again this may be presented in the form of a risk assessment.

Rationale for level			
	Level	Emphasis	Comments
Knowledge	1	Strong	There are few skills within this unit however participation in a forest school is at the appropriate level. Learners will need to build a portfolio of evidence to meet the criteria.
Skills	1	Strong	
Overall	1		

Rationale for TQT and credit			
	Hours	Comments	
Guided learning	25		
Directed study	N/A		
Independent study	N/A		
Work-based learning	N/A		
Non invigilated assessment	5		
TQT:	30	Credit:	3

Appendix 2: Command Verbs

To ensure that learners can meet the requirements of each criterion, they should be explained to the learner prior to assessment and fully understood by the Assessor for this qualification.	
Identify	Provide brief information about a subject, specific process or activity
Name	Give the correct words which identify the object or activity
Observe	Watch
Outline	Identify briefly the main points
Participate	Become actively involved in an activity
State	Give brief information about the topic