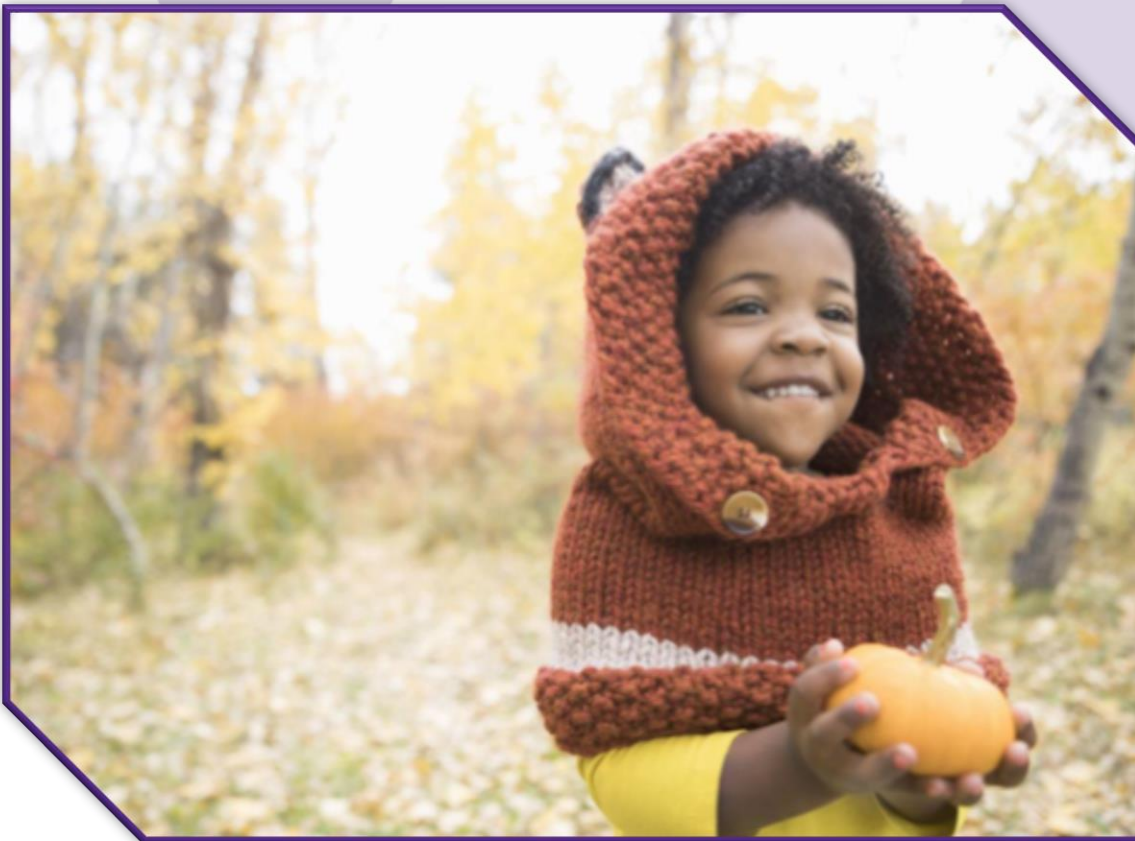


# AIM Qualifications Level 1 Award in Forest School Ethos and Principles Specification

610/7121/3

VERSION 1 March 2026



## Document version history

| Version number | Date       | Description   |
|----------------|------------|---|
| 1              | March 2026 | <ul style="list-style-type: none"><li>Document created after qualification review. There are no changes to the content of the single mandatory component. There are changes to the TQT and GLH.</li></ul> |

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## Level 1 Award in Forest School Ethos and Principles

[www.aimgroup.org.uk/qualifications](http://www.aimgroup.org.uk/qualifications)

0333 034 8833

Command verbs .....13

# About us

## Qualification specification for Level 1 Award in Forest School Ethos and Principles

AIM Qualifications and Assessment Group is a leading Awarding Organisation supplying hundreds of centres with high-quality regulated vocational and technical qualifications. We also offer non-accredited provision and apprenticeship end-point assessments.

AIM qualifications cover a range of academic levels from Entry Level to Level 6 across a wide range of subject areas. All our UK Level 3 qualifications carry UCAS tariff points which can count towards university entry requirements.

### About this qualification specification

This specification is intended for tutors, internal quality assurers, centre managers and other staff within AIM recognised centres and/or prospective centres. It provides information about the structure and delivery of the qualification. The specification should be read in conjunction with the AIM Centre Handbook and other policy documents available on the website and in the MIA portal.

### Offering this qualification

In order to offer this qualification, you must be an AIM recognised centre and be approved to deliver this qualification. If your centre is not yet recognised, please contact our business development team to discuss becoming an AIM recognised centre. They can advise you on the best qualifications for your organisation.

You can arrange a meeting by emailing [businessdevelopment@aimgroup.org.uk](mailto:businessdevelopment@aimgroup.org.uk) or calling [0333 034 8833](tel:0333 034 8833). More information can be found on: [www.aim-group.org.uk/newcentre](http://www.aim-group.org.uk/newcentre)



# Section 1 – Qualification overview

## About this qualification

The AIM Qualifications Level 1 Award in Forest School Ethos and Principles provides learners with an introduction to the Forest School ethos and learning in the outdoors. It includes methods of identifying woodland species and how play can assist in Forest School activities.

This qualification is designed to enable learners to develop an understanding of the principles and ethos of a Forest School. It will prepare learners for further study and employment in the outdoors and to progress on to the Level 2 Award for Forest School Assistants.

## Qualification details

| AIM Qualifications Level 1 Award in Forest School Ethos and Principles |  |
|--|--|
| Assessment   | Portfolio of evidence/workbook   |
| Grading  | Pass/Fail  |
| Geographical coverage  | England  |
| Operational start date   | 01/09/2026   |
| Review date  | 01/09/2029   |
| Sector   | 3.2 Horticulture and Forestry  |
| Qualification number   | 610/7121/3   |
| Guided Learning Hours (GLH)  | 7  |
| Total Qualification Time (TQT)   | 14   |
| Minimum learner age  | 14   |
| Rules of combination   | Learners must achieve the mandatory component to achieve this qualification. |

## Regulated Qualification Framework (RQF)

### Level 1 Award in Forest School Ethos and Principles

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The Regulated Qualifications Framework (RQF) provides a single, simple system for cataloguing all qualifications regulated by Ofqual. Qualifications are indexed by their level and size. Levels indicate the difficulty and complexity of the knowledge and skills associated with any qualification. There are eight levels supported by three “entry levels”. Size refers to the estimated total amount of time it could typically take to study and be assessed for a qualification. Size is expressed in term of Total Qualification Time (TQT). The part of the TQT spent being taught or supervised is known as Guided Learning Hours (GLH).

## Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Total Qualification Time (TQT) is the number of notional hours it takes a typical learner to achieve the full qualification and is **made up of two elements**:

- the minimum number of Qualification Guided Learning Hours (GLH) - the number of Tutor led contact hours
- the number of hours spent on preparation, studying and the assessment that is non-guided

For example, the number of tutor-led contact hours (GLH) for a qualification is 30 and the number of hours spent by the learner (non-GLH) on preparation, studying and the assessment is 6 hours. Therefore, the Total Qualification Time (TQT) for the qualification is 36 hours.

## Progression opportunities

This qualification is designed to enable learners to develop an understanding of the principles and ethos of Forest School. It will prepare learners for further study and employment in the outdoors and to progress on to the Level 2 Award for Forest School Assistants.

## Entry requirements

It is recommended that learners have a minimum of Level 2 literacy and numeracy skills or Grade 4/C GCSE English and Maths, or equivalent.

## Resource requirements

Centres should only deliver the components that they have the human and physical resources to deliver. For example, if a learner needs to demonstrate the use of tools in a specific environment, then the centre will need to have access to both the tools and the environment.

Learners are required to experience forest school therefore the equipment requirements would be typical of a Forest School setting.

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

## Requirements to deliver this Qualification

To offer this qualification, centres must ensure that tutors: hold or are working towards:

- Have a teaching or training qualification such as a Level 3, 4 or 5 Education and Training Qualification, PTLLS (or equivalent);
- Have Level 3 Forest School Leader accreditation or have a minimum of 2 years of experience, post qualification, leading Forest School with at least one long term (i.e. through the seasons) programme with a variety of client groups;
- Have a First Aid qualification of at least 16 hours in duration which includes an outdoor element;
- Have professional indemnity and public liability insurance.

Centres must also ensure that they have in place an Internal Quality Assurance person who:

- holds or is working towards a level 4 award in internal quality assurance of assessment processes and practices.
- has substantial experience of working in or assessing qualifications in the subject area.
- is familiar with the assessment requirements of the qualification for which they are the internal quality assurer.

As an Awarding Organisation, we require that:

Centres should only deliver the components that they have the human and physical resources to deliver. For example, if a learner needs to demonstrate the use of tools in a specific environment, a forest school for example, then the centre will need to have access to both the tools and the environment.

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



## **Section 2 – Qualification structure**



## Qualification structure and components

This section details the rules of combinations for the qualifications. Select the component titles to view the component details.

| Rules of combination for:  |  | Level 1 Award in Forest School Ethos and Principles |     |
|--|--|---|-----|
| Learners must achieve the mandatory component to achieve this qualification. |  |   |     |
| Component code   | Component title  | Level   | GLH |
| <b>Mandatory</b>   |  |   |     |
| M/652/0795   | <a href="#">Introduction to the Forest School Ethos and Principles</a> | 1   | 7   |

## Level descriptors

Components are assigned a level based in the current requirements for the RQF as issued by OFQUAL.

| Level   | Knowledge descriptor  | Skills descriptor  |
|---------|---|--|
| Level 1 | Has basic factual knowledge of a subject and/or knowledge of facts, procedures and ideas to complete well-defined routine tasks and address simple problems; and<br>Is aware of aspects of information relevant to the area of study or work. | Use basic cognitive and practical skills to complete well-defined routine tasks. Select and use relevant information.<br>Identify whether actions have been effective. |



## **Section 3 – Assessment**



## How this qualification is assessed

A summary of the assessment of each component is shown below. Guidance on our expectations is available in the [AIM Qualifications: Assessment Handbook](#).

| Assessment method                            | Overview  |
|--|---|
| Internal Assessment by portfolio of evidence | Where the assessment method for the qualification is by internally set assessments (Portfolio of evidence), then centres are free to devise their own assessments for the qualification/unit. |

## Reasonable adjustment and special considerations

Reasonable adjustments and Special Considerations are available for all assessments, irrespective of whether they are internally or externally set. Where a learner or group of learners may not be able to access the assessment without Reasonable Adjustments, centres should ensure that they apply in good time for relevant reasonable adjustments to be made, using the [AIM Qualifications Reasonable Adjustments and Special Considerations Policy](#) which gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the achievement of the assessment criteria.



## **Section 4 – Operational guidance**



## Offering this qualification

Centres wishing to offer this qualification must be an AIM recognised centre. New centres can apply to become a centre using the centre recognition application process on our website: [www.aim-group.org.uk](http://www.aim-group.org.uk).

We can advise centres of the best and most efficient methods for offering this qualification. All procedures for the use of this qualification, including approval, registration of learners, verification and certification will be completed through AIM and all centres will have an allocated customer experience advisor to support them.

## Approval to offer qualifications

Centres wishing to offer this qualification must complete and submit a qualification approval request. [This can be found on the AIM website when choosing a qualification](#). Some qualifications require centres to have specific resources in place and/or their assessors/internal verifiers should hold certain qualifications. Where this is the case, centres must provide evidence of resources/staff qualifications when completing the Qualification Approval request.

## Registration and certification

Once your centre has approval to offer a qualification, you will be able to register learners to these qualifications via our Quartzweb portal, at this point you can also select their chosen components. Please ensure that learners are registered against the correct qualification and are aware of the rules of combination required to achieve the qualification.

For all registration and certification processes, please refer to the Quartzweb guidance document which can be downloaded from our website's [centre handbooks and forms page](#). Details of assessment, internal verification and external verification can be found in the [AIM Qualifications: Assessment Handbook](#).

Learners achieving a qualification will be issued with a qualification certificate detailing the achieved qualification and components. Learners who have not achieved a qualification will, on request, be issued with a component certificate detailing the components achieved.



**Section 5 – Appendices and links**



## Appendices and links

Select an appendix or link from the list below to view the document.

### Useful links

Link 1 - [AIM Centre handbooks and forms](#)

Link 2 - [AIM Qualifications: Assessment Handbook](#)

Link 3 - [Fees and Charges](#)

Link 4 - [Qualification Search](#)

## Command verbs

| Level 1                 |   |
|-------------------------|---|
| Compare                 | Looking at similarities and differences.  |
| Demonstrate             | Complete a practical task or activity to show competence.                           |
| Describe                | Write or speak about the topic or activity.   |
| Give (an example of...) | Provide relevant examples for the topic.  |
| Give ways               | Provide information about how to support the topic.                                 |
| Identify                | List or name the main points  |
| Illustrate              | Give clear information with examples (e.g. spoken, written, pictures, diagrams etc) |
| List                    | State or make a list of items, words, statements or comments                        |
| Outline                 | Identify briefly the main points  |
| State                   | Give the main points in brief, clear sentences                                      |
| Summarise               | Briefly present the main points   |