Qualification Specification
Guidance for Centres

ITC Level 3 Award in Learning Beyond the Classroom

Qualification Number: 610/6137/2

Ofqual Portal	SQA Accreditation Share Point	ITC WebOffice Support Resources	ITC Public Website
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Appendix Documents Listing

Hard copy documents go out of date. For up to date versions of documents please go to the Support Resources section of the ITC Web Office (Members section).

Unit Specifications
- M/65/7211 Taking Learning Beyond the classroom

Delivery Resources
- G40: Centre Guidance [This document]
- PT1: Individual Learning Plan Template
- PT2: Tutorial Template
- PT3: Reflective Journal Template
- PT4: Personal Summative Review Template
- PT5: Teaching Observation Template
- PT6: Professional Discussion Record Template

Internal Quality Assurance
- IQA1: Internal Moderation Process
- IQA2: Centre Standardisation Records
- IQA3: Internal Moderation Sampling Record
- IQA4: Internal Moderation Sampling Report Record
- IQA5: Internal Quality Assurance Record Form

Centre Approval
- C9: Centre Agreement

ITC Forms
- C4: Access to Training & Assessment Request Form
- C7: Special Considerations Request Form
- F3: Malpractice & Misconduct Report Form
- 05: Replacement Certificate Request Form

ITC Policies
- P1: Customer Charter
- P3: Fees Policy
- P5: Appeals Policy
- P6: Malpractice, Maladministration & Misconduct Policy
- P7: Other Language Policy
- P8: Equality, Diversity and Assessment Policy
- P9: Record Retention Policy
- P12: Automatic E-mail Policy - Removal from list
- P14: Sanctions Policy
- P15: Withdrawal from Delivery Policy
- P16: Complaints Policy
- P17: Invoice Policy
- P19: Recognition of Prior Learning Policy
- P22: Data Protection and Privacy Policy

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1. General Information

1.1 Using this document

This document has been developed to provide guidance for Centre staff involved in the delivery of:

i. ITC Level 3 Award in Learning Beyond the Classroom – 610/6137/2

It explains the administration, assessment and quality assurance requirements for these qualifications.

It directs ITC Centres to appropriate and relevant ITC resources [See contents page].

It identifies and lists other ITC documents that Centres are required to have in order to deliver the ITC Level 3 Certificate in Learning Beyond the Classroom

1.2 Documented Procedures

ITC is a regulated Awarding Organisation supporting regulated qualifications. All who work with ITC are supported by a documented framework of policies and procedures updated regularly on the ITC website. To seek policy guidance to inform your relationship with ITC, visit:

https://www.itcfirst.org.uk/about-us/policies-and-procedures

If you are a Centre log into your ITC Web-Office and view or download up to date documents from 'Support Resources'

2. Qualification Details

2.1 Qualification Objectives

ITC Level 3 Award in Learning Beyond the Classroom – 610/6137/2

This qualification is intended to provide the learner with an understanding of the benefits of learning beyond the classroom, how to manage groups and facilitate their learning and to practically deliver activity beyond the classroom environment. It is suitable for all who wish to become occupationally competent; need permissions or have an interest in teaching and learning beyond the normal classroom environment.

This was reviewed and developed with support and input from the Institute for Outdoor Learning (IOL) with specific input from the Curriculum Based Outdoor Learning (CBOL) Special Interest Group, Council for Learning Outside the Classroom (CLOtC) and other outdoor learning professionals.

2.2 Learner Entry Requirements for these Qualifications

The minimum age for access to these qualifications is:

Level 3 Award: 18 years +

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No formal entry requirements. (However learners should be working at Functional skills L2 or above). This qualification is for those aged 18+ such as teachers/assistants, youth workers and group leaders who wish to take learning beyond the classroom.

2.3 Qualification Structure

Qualification details:

Title	Number
ITC Level 3 Award in Learning Beyond the Classroom	610/6137/2

Unit details:
This qualification is comprised of a single mandatory unit:

Title	Number	Credit	Level	GLH	TQT
Taking Learning Beyond the Classroom	M/651/7211	4	3	10	50

Unit Review dates
1st October 2030

GLH is the time a learner spends being taught or otherwise participating in education under the immediate guidance of an appropriate tutor. It includes directed study time and time taken for assessments. Guided learning hours include:

a) Tutor contact time is sessions and follow-up tutorials.
b) Participating in education or training under the immediate guidance or supervision of a tutor.
c) Directed study time.

TQT is the Total Qualification Time, which includes Guided Learning Hours plus self guided study, completion/production of assessment evidence and any other activity not under the direct supervision of the tutor. It is the notional time the average learner will take to complete the qualification.

2.4 Learning Outcomes and Assessment Criteria

a) Taking Learning Beyond The Classroom – Level 3

Learning Outcomes: The learner will…..			Assessment Criteria: The learner can…….
1	Understand the benefits of learning beyond the classroom environment	1.1	Explain the benefits of delivering learning beyond the classroom environment
		1.2	Summarise the contemporary research supporting the benefits of learning beyond the classroom environment
2	Understand the principles and concepts relating to managing groups and facilitating learning beyond the classroom environment	2.1	Describe the role of teacher / facilitator in supporting learning beyond the classroom environment
		2.2	Explain how challenge and support can be adapted when facilitating an activity
		2.3	Explain your rationale for deciding to deliver learning outside the classroom
		2.4	Describe post activity impact

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3	Plan activity linked to any studies and defined outcomes through learning beyond the classroom environment	3.1	Describe potential barriers to facilitating learning beyond the classroom
		3.2	Describe suitable locations for learning beyond the classroom
		3.3	Plan learning beyond the classroom activity applied to defined studies/syllabus areas and learning outcomes
		3.4	Plan learn beyond the classroom activity according to individual and group requirements
		3.5	Describe appropriate permissions required for delivering activity beyond the classroom
		3.6	Describe recognised standards that complement learning beyond the classroom
4	Understand risk assessment process when planning learning beyond the classroom environment	4.1	Explain the term risk assessment process
		4.2	Produce a risk assessment for a learning beyond the classroom environment activity
		4.3	Explain the importance of including learners in the risk assessment process for a learning beyond the classroom environment activity
		4.4	Evaluate how risk-assessment can be managed dynamically (dynamic risk assessment)
5	Deliver activity linked to the curriculum and defined outcomes through learning beyond the classroom environment	5.1	Deliver activity beyond the classroom environment
		5.2	Describe how evidence of learning is recorded
		5.3	Critically reflect on own delivery of learning beyond the classroom activity
		5.4	Critically reflect on the impact of your delivery of learning beyond the classroom activity to learners meeting intended outcomes

2.5 Qualification Assessment

The ITC Level 3 Award in Learning Beyond the Classroom is assessed by a portfolio of evidence developed by each learner from a range of Centre devised tasks. Following assessment and internal moderation by the Centre, evidence of achievement will be made available for external moderation by ITC.

Each learner must produce evidence to meet all the assessment criteria of each unit and this evidence must be authentic, reliable, current, valid and sufficient.

ITC template documents for assessment planning and recording are available in the support resources section of the ITC WebOffice.

2.6 Awarding

Following ITC external moderation a list of outcomes [Pass/Not yet meeting standard] will be forwarded to the Centre along with any certificates.

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The assessment result is pass, or not yet meeting standard, there is no grading.

ITC will award certificates according to the timescales in ITC Customer Charter. Awarding can only occur within the qualification lifespan.

Replacement Certificates are available. Learners must apply using certificate request form 05. There is a small fee payable.

3. Centre Approval to Deliver ITC Qualifications

3.1 Centre Approval

Centres wishing to offer the ITC Level 3 Award in Learning Beyond the Classroom qualification will need to complete:

a) Online Centre application – https://www.itcfirst.org.uk/centres
b) Centre agreement – C9.

Centres will need to consider:

a) Sufficient resources for the delivery of the qualification – physical and staffing.
b) Learner access to sufficient resources for the award – learning centre, visual aids, students, research facilities and mentor.
c) Quality assurance procedures – internal assessment and internal moderation.

3.2 Teaching Programme

The content of the teaching programme is the responsibility of the Centre and is developed by the staff team of the Centre. ITC has guidance and advice documents to assist in the development of a teaching programme that can be supplied to Centres upon request.

The course programme is developed from the learning outcomes and assessment criteria for the qualification. A Centre scheme of work containing lesson plans for each session is to be available for scrutiny by ITC External Quality Assurance activity.

ITC holds regular Learning Beyond the Classroom standardisation events [see Events page of ITC website] to ensure consistent application of assessment. Centres may be required to contribute to these events and cascade information at appropriate internal standardisation events.

3.3 Internal Quality Assurance (IQA)

Centres offering these qualifications must provide internal quality assurance that is standardised across individual assessors, assessment locations and learners.

The Centre must maintain evidence of all meetings, CPD events, and standardisation activity to be readily accessible at any time by ITC representatives. ITC has various assessment and moderation template documents available to assist all Centres.

There should be an internal quality assurance plan that monitors the skills of tutors at least annually, with evidence of standardisation maintained for external moderation.

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The quality assurance plan should describe the internal quality assurance procedures and the evidence to be maintained for external quality assurance.

See section 4.1 for qualifications of staff involved with assessment and internal quality assurance.

3.4 Learner Evaluation

An end of course evaluation form is to be completed by each learner and the data collected used to inform Centre quality procedures. The results of this evaluation review are to be available for scrutiny by ITC External Quality Assurance procedures.

3.5 Protecting the Interests of Learners

Centres will protect the interests of learners and the integrity of the qualification by implementing a series of coherent documents, policies and procedures. ITC can provide template documents upon request.

A Centre complaints and appeals policy is to be made available to every learner upon registration.

4. Centre Staffing

4.1 Tutor Credentials

Centres are expected to have an appropriate number of suitable tutors with experience and a clear understanding of Learning Beyond the Classroom content, who hold relevant teaching, assessing, quality assurance qualifications appropriate for the courses they are delivering.

For the Level 3 Award in Learning Beyond the Classroom (LBtC) qualification,

Tutors are required to:

a) Hold a teaching qualification e.g. minimum ITC Level 3 Education and Training
b) Evidence of expertise and experience within the sector, evidenced by supplying a current CV
c) Have a minimum of 2 years experience leading Outdoor Education evidenced by supplying a current CV identifying appropriate activity

ITC Centre application procedures requires Centres to identify:

a) A nominated individual to lead the qualification delivery team in the Centre.

In addition to Tutor requirements, **Assessors**

a) Expertise in the sector (refer to b) above) they are assessing and have assessed learners.
b) Should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
c) Should show recent evidence of CPD in assessment and quality assurance.
d) Should hold one of the following qualifications or their recognised equivalent:
    i. One of the practice Level 3 qualifications in Assessing.
    ii. A1.
    iii. D32 & D33.

Internal Quality Assurance Staff

a) Should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
b) Should hold an appropriate assessor qualification [see above].

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c) Should show recent evidence of CPD in assessment and quality assurance.
d) Should hold one of the following qualifications or their recognised equivalent:
    i. One of the practice Level 4 qualifications in Internal Quality Assurance of Assessment Processes and Practice.
    ii. V1.
    iii. D34.
    iv. Attendance at ITC CPD event for IQA of Learning Beyond the Classroom qualifications

Staff must maintain evidence of continuing professional development in contemporary issues in education, assessment and quality assurance.

Centres cannot register these courses on the ITC first website without first having suitably qualified staff. The Centre Manager must inform ITC First of any staffing changes associated with the delivery of these qualifications as the qualification is being delivered.

5. Learner Registration

5.1 Selection of Learners

It is the responsibility of the Centre to provide guidance and advice to learners prior to the commencement of the programme.

The entry requirements for these qualifications are stated in section 2.2.

5.2 Information to Learners

Pre-course information should be provided to learners containing:
a) Joining details.
b) Literacy, numeracy, ICT requirements.
c) ID requirements.
d) Expectations of course members.
e) Outline of assessment assignment timelines.
f) Link to ITC policies and procedures on homepage of ITC website, including Appeals (P5) and Complaints (P16) procedures.
g) Information on how to request reasonable adjustment to assessment so that learners have a fair assessment opportunity. See the ITC Website for further detail.
h) Contact details for their course tutor or mentor.

5.3 Registration of Learners

Centres must meet the following requirements:
a) Learners must be registered immediately on the start of the course and uploaded to ITC WebOffice within 10 days of course start date.
b) Learner registration details must be entered onto ITC WebOffice within 10 days of course start date.
c) Centres are to keep learner registration data.
d) Centres must have procedures in place to confirm the identity of each learner before they undertake an assessment.

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Individual learning plans should be developed between the tutor and each learner with information to allow the learner to complete the LBtC portfolios. The plan should identify learning needs and a written plan to address these needs, where appropriate.

5.4 Learner Identity

Learners must be informed of the requirement to provide suitable photographic identification to register on the qualification.

5.5 Learner Progression

Learning routes include:

- Forest School qualifications
- Teaching qualifications e.g. Level 3 in Education and Training

6. Assessment

6.1 Assessment of Unit

Centre devised assessment tasks must provide sufficient evidence for all of the assessment criteria in the unit selected. These assessment tasks must be scrutinised and agreed by the Centre IQA or Centre Manager before implementation.

The Centre must provide:

- Description of the task set for each learner mapped to the assessment criteria.
- A declaration by the learner stating that all evidence is their own work.
- A complete portfolio for each learner for Internal Assessment, IQA and EQA purposes.

6.2 Assessment Tasks

Evidence for meeting all assessment criteria must be produced by the learner when completing the assessment tasks.

- Written work may be handwritten or generated digitally.
- Questioning must include questions asked and learner response, recorded by audio, video recording or written.
- Practical work must generate evidence for each learner that can be recorded by witness statement, annotated photograph, and video or peer observation report.
- Product evidence must either be kept for the IQA & EQA or video evidence or annotated photograph.

An example of a typical assessment task is provided below:

i. **Task - Describe your role and how it supports learning outside of a classroom environment? As part of your role how might you change the level of challenge and support for your group?**

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6.3 Internal Assessment

Centres must have verification/moderation systems to ensure all assessment evidence is authentic, reliable, valid and sufficient with standardisation systems to ensure all staff can make consistent and fair assessment decisions.

Assignments and portfolios are to be marked by an appropriately qualified Centre Assessor who follows the quality assurance procedures of the Centre, using documents and procedures either developed by the Centre and endorsed by the ITC External Quality Assurer or based upon template documents provided by ITC.

Assessment results are to be recorded upon ITC documents listed below.

To assist in collecting authentic, reliable, valid and sufficient evidence ITC has developed and is continually updating evidence recording documents. The current versions are available from Support Resources on the ITC Web-Office. Including:

- PT1 Individual Learning Plan Template.
- PT2 Tutorial Template.
- PT3 Reflective Journal Template.
- PT4 Personal Summative Review Template.
- PT5 Teaching Observation Template.
- PT6 Professional Discussion Record Template.

There are also specific capture documents within support resources aligned to LO and AC see A4.40 handbook.

For the Learning Beyond the Classroom qualification Centres must keep assessment records for each learner for at least 3 years. As stated in the signed ITC Centre agreement, all learner assessment records must be made available to ITC upon request.

6.4 Internal Quality Assurance

Assessment evidence is to be internally quality assured following ITC centrally produced procedures [Appendix document listing of this document] or procedures agreed with ITC External Quality Assurer.

To assist Centres in this function the following documents are available on the Centre Web-Office.

- IQA1: Internal Quality Assurance Process.
- IQA2: Centre Standardisation Records.
- IQA3: Internal Assessment Sampling Record.
- IQA4: Internal Assessor Sampling Report Record.
- IQA5: Internal Quality Assurance Record Form.

7. Supporting Resources for 'Learning Beyond the Classroom

7.1 Reading List

Textbooks:
Children Learning Outside the Classroom - Sue Waite ISBN:978-1-4739-1227-4
Adventure in the Classroom - Mary Henton ISBN 0-7872-2459-6
The National Curriculum Outdoors (KS1) – Lambert, Roberts & Waite – ISBN:1472966597 (also available for Y3,Y4, Y5, Y6)

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IOL Website - https://www.outdoor-learning.org/Good-Practice/Research-Publications/Bookshop

UK Parliament Learning Website- https://learning.parliament.uk/en/

8. External Quality Assurance

8.1 Procedures

An External Quality Assurance event may include some or all of the following methods:

a) Initial Centre visit.
b) Ongoing Centre visit.
c) Desktop research.
d) Internet research.
e) Telephone or video interview.
f) Unannounced visit to training event.
g) Action Plan evidence review.
h) Postal moderation.
i) Attendance at standardisation events.

The nature of the activity will depend upon risk rated track record.

Centres will be notified of proposed external quality assurance events. During the Centre visit all the completed learner assessment evidence will be made available for moderation. Moderation of learner assessment evidence will be on a sampling basis.

As well as sampling, the external quality assurance event may include the following specific requests:

a) Confirmation of all policies and documented procedures.
b) A review of evidence of implementation of Centre policies and documented procedures.
c) A review of the evidence of Centre internal quality assurance and staff development events.
d) A review of the evidence generated from previous external moderations events including action plan evidence.
e) A review of documented draft assignment feedback by tutors.
f) A review of assessment evidence from any registered learner.
g) Any guidance to deliver the qualification.

8.2 Visit Details

Centres will be allocated a named External Quality Assurer who may contact the Centre prior to a visit. For each announced visit:

a) The Centre will be notified in advance to allow time to make suitable arrangements. Normally planned at the previous visit.
b) The agenda for the meeting will be forwarded to the Centre.
c) The meeting will occur on the planned date.
d) Preliminary action plans will be drafted for agreement and review at the time of the Centre visit.
e) Action Plan evidence will be generated according to the specified timescale by the Centre and approved or referred by ITC.
f) Risk rating will be applied to each Centre and risk managed on an individual Centre basis.

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8.3 Qualification Standardisation

Centres must provide samples of assessment evidence from units, assessment materials or learner evidence upon request from ITC. The results of any standardisation activity will be provided to all ITC Centres delivering the units. All Centre confidential material will remain confidential.

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