ITC Level 1 Award in Forest School Ethos and Principles

Qualification Number: 610/7757/4

G31

Qualification Specification
Guidance for Centres

ITC First

Trading Name for
ITC First Aid Ltd
Registered in England
Company Number 5750596
VAT Number 928779851

Postal Address
ITC First
The White House
4 Church Square
Hartlepool
TS24 7EQ

Telephone 0345 370 7610 (local rate from anywhere in UK)

E-mail mail@itcfirst.org.uk
Website www.itcfirst.org.uk

Website Access
For all policy statements and downloadable documents

Ofqual Portal	QualScot Accreditation SP	ITC WebOffice Support Resources	ITC Public Website	ITC G Drive
✔	*x*	✔	✔	✔

© ITC First 2026

Contents

Appendix Documents Listing

Section 1
General Information
1.1 Using this Document
1.2 Documented Procedures

Section 2
Qualification Details
2.1 Qualification Objectives
2.2 Learner Entry Requirements for these Qualifications
2.3 Qualification Structure
2.4 Learning Outcomes and Assessment Criteria
2.5 Qualification Assessment
2.6 Awarding

Section 3
Centre Approval to Deliver ITC Qualifications
3.1 Centre Approval
3.2 Teaching Programme
3.3 Internal Quality Assurance
3.4 Learner Evaluation
3.5 Protecting the Interests of Learners

Section 4
Centre Staffing
4.1 Tutor Credentials

Section 5
Learner Registration
5.1 Selection of Learners
5.2 Information to Learners
5.3 Registration of Learners
5.4 Learner Identity
5.5 Learner Progression

Section 6
Assessment
6.1 Assessment of Each Unit
6.2 Assessment Tasks
6.3 Internal Assessment
6.4 Internal Quality Assurance

Section 7
Supporting Resources for Delivery
7.1 Reading List

Section 8
External Quality Assurance
8.1 Procedures
8.2 Visit Details
8.3 Qualification Standardisation

© ITC First 2026

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Hard copy documents go out of date.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

- K/652/2665 Introduction to Forest School Ethos and Principles

Delivery Resources

- G31: Centre Guidance [This document]
- PT1: Individual Learning Plan Template
- PT2: Tutorial Template
- PT3: Reflective Journal Template
- PT4: Personal Summative Review Template
- PT31a: FS1 Evidence Tracking 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: 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

© ITC First 2026

1. General Information

1.1 Using this document

This document has been developed to provide guidance for Centre staff involved in the delivery of the ITC Level 1 Award in Forest School Ethos Principles – 610/7757/4.

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 Forest School qualifications.

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/policies/policies/1.htm

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

2. Qualification Details

2.1 Qualification Objectives

a) **ITC Level 1 Award in Forest School Ethos and Principles – 610/7757/4**
This qualification is intended to introduce the learner to the underlying ethos and ideas of Forest School and the use of the outdoor to aid learning. It is suitable for all who wish to undertake an introduction to, or have an interest in teaching and learning in this sector.

2.2 Learner Entry Requirements for these Qualifications

The minimum age for access to this qualification is:
Level 1 Award: 14 years

a) **ITC Level 1 Award Forest School Ethos and Principles – 610/7757/4**
No formal entry requirements. Direct entry for any learner who would benefit from the programme.

© ITC First 2026

2.3 Qualification Structure

Qualification details:

Title	Number	GLH	TQT
ITC Level 1 Award in Forest School Ethos and Principles	610/7757/4	7	14

Unit details:
The 3 Forest School qualifications are derived from 1 mandatory unit:

Level 1 Award

Title	Number	Credit	Level	GLH
Introduction to the Forest School Ethos and Principles	K/652/2665	1	1	7

Unit Review date
August 2026

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 in lessons.
b) Participating in education or training under the immediate guidance or supervision of a tutor.
c) Directed study time.

2.4 Learning Outcomes and Assessment Criteria

a) Introduction to the Forest School Ethos and Principles – Level 1

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

© ITC First 2026

2.5 Qualification Assessment

The ITC Forest School qualifications are assessed by a portfolio of evidence developed by each learner from a range of Centre devised tasks. After assessment by the Centre, evidence of achievement will be made available for external moderation by ITC.

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

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

2.6 Awarding

After assessment by the Centre, evidence of achievement will be made available for external moderation by ITC.

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

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.

Unit certificates may be awarded upon learner request, for any unit completed, moderated and passed.

Replacement Certificates are available. Learners must apply using certificate request form (document code -05). There is a fee payable.

3. Centre Approval to Deliver ITC Qualifications

3.1 Centre Approval

Centres wishing to offer the ITC Level 1-3 Forest School qualifications will need to complete:

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

Centres will need to consider:

a) Sufficient resources for the delivery the qualification – physical and staffing.
b) Learner access to sufficient resources for the award – learning centre, visual aids, text books 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.

© ITC First 2026

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 Forest School standardisation events to ensure consistent application of assessment [see Events page of ITC website]. Centres will 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, standardisation activity in a Central File readily accessible at any time by an ITC representative. ITC has various assessment and moderation template documents available to assist all Centres. See appendices of this document.

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.

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 coherent series of documents, policies and procedures. ITC can provide various 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

ITC First adheres to the Forest School Association (FSA) published standards for the requirements to deliver Forest School qualifications. Centres are expected to have an appropriate number of suitable tutors with experience and a clear understanding of Forest School content, who hold relevant teaching, assessing, quality assurance qualifications appropriate for the courses they are delivering.

For the Forest School Programme of qualification, tutors are required to:

a) Hold a teaching qualification e.g. ITC Level 3 Education and Training (QCF).
b) Hold a Level 3 Forest School Programme Leader qualification or equivalent.
c) Hold a current Forest School or Outdoor First Aid qualification, minimum of 16 hours contact time e.g. ITC Outdoor First Aid.

© ITC First 2026

d) Have a minimum of 2 years, post qualification, experience leading Forest School with at least one long-term (through the seasons) programme.
e) Deliver at least 80% of the guided learning hours 'face to face' in an outdoors setting.

Assessors

a) Should hold the qualification 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 current 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].
c) Should show current 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.

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.
Prospective learners should be interviewed – confirming suitability of programme.

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.
h) Contact details for their course tutor or mentor.

© ITC First 2026

5.3 Registration of Learners

Centres must meet the following requirements:

a) Learners must be registered with ITC within 10 days of course start date.
b) Learner registration details must be entered into ITC WebOffice database.
c) Centres are to keep original learner registration documents.
d) Centres must have procedures in place to confirm the identity of each learner before they undertake an assessment.

Individual learning plans should be developed between the mentor and each learner with information to allow the learner to complete the Forest School portfolios. The plan should identify learning needs and a written plan to address these needs.

5.4 Learner Identity

Learners must be informed of the requirement to bring suitable identification to the training course [and assessment if not assessed on the day of the course].

5.5 Learner Progression

Learning routes include:

- Progression to a higher level of study.
- Employment opportunities.

6. Assessment

6.1 Assessment of Each 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 question asked and learner response, recorded by audio, video recording or handwriting.
- Practical work must generate evidence for each learner that can be recorded by witness statement, annotated photograph, video or peer observation report.
- Product evidence must either be kept for the IQA & EQA or video evidence or annotated photograph.

See below for example assessment task:

© ITC First 2026

1. Understand the Forest School approach to learning
1.1 Outline the Forest School approach to learning and development
1.2 Identify ways in which Forest School supports the development of the whole person

i. Task – Write a brief summary of your understanding of the Forest School approach and how this may benefit those involved in Forest School activities.

Assessor Signature and Date	
IQA Moderation?	
Comments	

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 any appropriately qualified Centre Internal Assessor following 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 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 updated versions will always be available from Support Resources on the Centre 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.

For all Forest School qualifications Centres must keep assessment evidence for each learner for at least 3 years. As stated in the signed ITC Centre agreement, all learner assessment evidence must be made available to ITC upon request.

6.4 Internal Quality Assurance

Assignment 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 Centre in this function the following documents are available on the Centre Web-Office.

© ITC First 2026

- 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 'Forest School Qualifications' Delivery

7.1 Reading List

Textbooks:
Google 'Forest School textbooks' reveals a growing range of published materials.

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 twice per year. 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 the evidence of Centre internal quality assurance and staff development events.
c) A review of the evidence generated from previous external moderations events including action plan evidence.
d) A review of documented draft assignment feedback by tutors.
e) A review of assessment evidence from any registered learner.
f) Any guidance to deliver the qualification.

8.2 Visit Details

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

© ITC First 2026

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 a Centre by Centre basis.

8.3 Qualification Standardisation

Centres must provide samples of assessment evidence from units, assessment materials or candidate 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.

© ITC First 2026