Qualification Specification
Guidance for Centres

ITC Award in Learning Beyond the Classroom
at SCQF Level 7

Qualification Number: R760 04

ITC First

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

Postal Address

ITC First
Tranquility House
3rd Floor
Harbour Walk
Hartlepool
TS24 0UX

Telephone

0345 370 7610   (local rate from anywhere in UK)

Ask for

Chief Executive Officer for all queries regarding ITC operations.

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

Website Access

For all policy statements and downloadable documents

Upload to:

Ofqual Portal	SQA Accreditation Share Point	ITC WebOffice Support Resources	ITC Public Website	ITC Server
x	☐	☐	☐	☐

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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Hard copy documents go out of date.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).

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- PT1:   Individual Learning Plan Template
- PT2:   Tutorial Template
- PT3:   Reflective Journal Template
- PT4:   Personal Summative Review Template
- PT5:   Teaching (Assessor) Observation Template
- PT6:   Professional Discussion Record Template
- PT8:   Session Plan Template
- PT9:   Micro-teach (Peer) Observation Template
- PT10:   Expert Witness Testimony Template
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- C7:   Special Considerations Request Form
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- 02:   Registration Form
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- P12:   Automatic E-mail Policy - Removal from list
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- P22:   Data Protection and Privacy Policy

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 Award in Learning Beyond the Classroom at SCQF Level 7 – R760 04.

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 Award in Learning Beyond the Classroom at SCQF Level 7.

1.2   Documented Procedures

ITC is an Awarding Body offering regulated qualifications accredited by SQA Accreditation and credit-rated in line with the SCQF. ITC also offer regulated qualifications available on the Register of Regulated Qualifications (Ofqual). 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 your ITC Web-Office and view or download up to date documents from 'Support Resources'

2.   Qualification Details

2.1   Qualification Objectives

ITC Award in Learning Beyond the Classroom at SCQF Level 7 – R760 04

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
- how 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.

2.2   Learner Entry Requirements for these Qualifications

The minimum age for access to these qualifications is:

SCQF Level 7 Award: 18 years +

No formal entry requirements. (However learners should be working at Scottish National 5 Certificate Grade C or above; or GCSE Grade 4 or above; or Functional Skills L2 or above in English).

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 Award in Learning Beyond the Classroom at SCQF Level 7	R760 04

End of Accreditation Date   -   31 March 2027
End of Certification Date   -   31 March 2029

This qualification is comprised of a single mandatory unit, Taking Learning Beyond The Classroom, with 50 notional learning hours.
It is expected that the portfolio of evidence required for this qualification would be submitted within 2 years from a learner's commencement on a course.

Unit details:

Title	Number	Credit	Level	Notional Learning Hours
Taking Learning Beyond the Classroom	UQ97 04	5	7	50

Unit Review dates
1 April 2027

Notional Learning Hours is the Total Qualification Time, which is the notional time the average learner will take to complete the qualification. It is anticipated that there will be a minimum of 10 hours of teaching/tutor contact time with a further 40 hours of self-guided study, practical activity and completion of assessments.

2.4 Learning Outcomes and Assessment Criteria

a)   **Taking Learning Beyond The Classroom – Level 3**

LO	Learning Outcomes: The learner will…..	AC	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
3		3.1	Explain the term risk-benefit analysis

		3.2	Carry out a risk-benefit analysis for a learning activity occurring beyond the classroom environment
	Understand risk-benefit analysis when planning learning beyond the classroom environment	3.3	Evaluate how risk-benefit can be managed dynamically
		3.4	Explain the importance of including learners in risk-benefit analysis and management of risk
4	Plan activity linked to the curriculum and defined outcomes through learning beyond the classroom environment	4.1	Justify the decision to facilitate learning beyond the classroom
		4.2	Describe potential barriers to facilitating learning beyond the classroom
		4.3	Describe suitable location(s) for learning beyond the classroom
		4.4	Plan activity applied to defined curriculum areas and learning outcomes
		4.5	Plan activity according to individual and group requirements
		4.6	Describe the necessary permissions for delivering activity beyond the classroom
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

2.5   Qualification Assessment

The ITC Award in Learning Beyond the Classroom at SCQF Level 7 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. Evidence that is required is detailed within the Assessment Guidance Document (A4.40S) available to Centres on ITC WebOffice Support Resources.

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. Evidence produced must be recorded to show achievement of each assessment criteria, and hence each learning outcome. (Document ACET1.40, WebOffice, Support Resources)

All ITC template documents for assessments, planning and recording are available in the Support Resources section of the ITC WebOffice for Centres, including a template portfolio document (PF.40S) for learners to use.

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.

The assessment result is pass, or not yet meeting standard, there is no grading.   A learner will be given the opportunity to resubmit portfolios that do not meet standard within a reasonable timeframe, which must be within the qualification lifespan.

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 Award in Learning Beyond the Classroom at SCQF Level 7 qualification 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, 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/assessors 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 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 ITC Award in Learning Beyond the Classroom at SCQF Level 7 (LBtC) qualification,

Tutors are required to:
   a) hold a teaching qualification e.g. minimum of SVQ Learning and Development at Levels 3 or 4, or Level 3 PTLLS (Ofqual regulated, Register of Regulated Qualifications), or ITC Level 3 Award in Education and Training (Ofqual regulated, Register of Regulated Qualifications);
   b) have evidence of expertise and experience within the sector, evidenced by supplying a current CV;
   c) have a minimum of 2 years experience leading LBtC 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** are required to have:
   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 (if assessment is not covered within their teaching qualification):
        i. One of the PDA or SVQ Units of Assess Workplace Competence Using Direct Methods or Assess Workplace Competence Using Direct and Indirect Methods at SCQF Levels 8 or 9; or
        ii. Level 3 Award in Assessing Vocationally Related Achievement or Level 3 Award in Assessing Competence in the Workplace Environment, or Level 3 Certificate in Assessing Vocational Achievement (Ofqual regulated, Register for Regulated Qualifications); or

        iii. A1; or
        iv. 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 recent evidence of CPD in assessment and quality assurance.
    d) should hold one of the following qualifications or their recognised equivalent:
        i. PDA Internal Verification of Workplace Assessment SCQF Level 8; or
        ii. Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (Ofqual regulated, Register of Regulated Qualifications); or
        iii. Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (Ofqual regulated, Register of Regulated Qualifications); or
        iv. V1 or D34; or
        v. attendance at an 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 a copy of learner registration data;

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 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 Award 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:
- a description of the task set for each learner mapped to the assessment criteria;
- a signed 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?**

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 (Assessor) Template;
- PT6   Professional Discussion Record Template;
- PT8   Session Plan Template;
- PT9   Microteach Observation (Peer) Template;
- PT10   Expert Witness Template;
- PT22   Risk Benefit Analysis Template;
- PF.40S   Portfolio Template
- ACET1.40   Unit Assessment Criteria Tracking Sheet Template.

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)

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

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.

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.