



GE.00

Qualification Specification

**ITC Level 3 End-point Assessment for ST0479
Outdoor Activity Instructor**

Apprentice Reference Number: ST0479

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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
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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Hard copy documents go out of date.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).

Apprentice Standard	
• ST0479	Outdoor Activity Instructor
Documentation	
• GE.00:	Guidance Document for Assessors [This document]
• E1a.0:	Assessment Sheet for Planning of Practical Test
• E1b.0:	Assessment Sheet for Observation of Practical Test
• E1c.0:	Assessment Sheet for Professional Discussion
• E2a.0:	ST0479 Apprentice Session Plan Template
• E2b.0:	Discussion Form for Question & Answers Sessions
• E2c.0:	Observation of Session Template
• E2d.0:	Professional Discussion Template
• E3.0:	Question Bank
• E4.0:	Assessment Guidance
• E5.0:	Assessment Timeline
• E6.0:	Guidance for Apprentices on the End-Point Assessment
• E7.0:	Mapping of the assessment knowledge, skills and behaviour statements
• E8.0:	Portfolio Guidance
• E9.0:	Indicative Content for the Grading of Assessments
• E10.0:	Summary Assessment Sheet
Internal Quality Assurance	
• IQA-EPAO1:	Internal Moderation Process
• IQA-EPAO2:	Centre Standardisation Records
ITC Forms	
• C4:	Access to Training & Assessment Request Form
• C7:	Special Considerations Request Form
• F3:	Malpractice & Misconduct Report 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
• P13:	Conflict of Interest Policy
• P14:	Sanctions Policy
• P16:	Complaints Policy
• P22:	Data Protection and Privacy Policy
• P23:	Lone Working Policy
• P24:	Health and Safety Policy
• P26:	Safeguarding and Prevent Policy
• P27:	Whistleblowing Policy
• P28:	Cyber Security Policy
• P29:	End-Point Assessment Fees Policy

1. General Information

1.1 Using this document

This document has been developed to provide guidance for Assessors and Internal Quality Assurers involved in the End-Point Assessment of:

ITC Level 3 End-Point Assessment for ST0479 Outdoor Activity Instructor

It explains the administration, assessment and quality assurance requirements for this apprenticeship's End-Point Assessment

It directs ITC End Point Assessors to appropriate and relevant ITC resources [See contents page] relevant and/or required for the assessment of Apprentices on the Outdoor Activity Instructor apprentice standard, ST0479.

1.2 Documented Procedures

ITC is an End-Point Assessment Awarding Organisation offering the End-Point Assessment of apprenticeships in the outdoor activity sector. ITC is on UK Government's Apprenticeship Provider and Assessment Register (APAR) with registration number, EPAO899.

ITC is also an Awarding Organisation offering regulated qualifications available on the Register of Regulated Qualifications (Ofqual), and an Awarding Body offering regulated qualifications accredited by SQA Accreditation and credit-rated in line with the SCQF. 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 an Assessor log into the ITC Web-Office and view or download up to date documents from 'Support Resources', or alternatively, log into ACE360 and download from the Knowledge Bank.

2. Apprenticeship Details

2.1 Apprenticeship Objectives

Outdoor Activity Instructor ST0479

This apprenticeship is intended to provide the learner with:

- how to prepare an activity session
- how to practically deliver outdoor activity; and
- how to manage individuals and/or groups undertaking activities.

The apprenticeship is about training an Apprentice to deliver outdoor activity sessions and the specific knowledge and skills required to do this. The apprenticeship is not about an Apprentice learning the outdoor activity itself.

2.2 Entry Requirements for this Apprentice Standard

Individual employers will have their own entry requirements which may typically be existing knowledge and skills to the activities that the Apprentice will be leading on. Training for the specific outdoor activities is not included within the apprenticeship standard.

The minimum age for access to these qualifications is 16 years old. However due to the nature of the work within the sector, many employers will require the Apprentice to be 18 years of age or older.

Apprentices are required to hold Level 2 Maths and English by the time they are End-Point Assessed to complete the apprenticeship. Appropriate qualifications in Maths and English can be gained, via a Training Provider, during the apprenticeship to enable achievement of these. For any Apprentice with an education, health and care plan or legacy statement, the minimum requirements are Entry Level 3 for Maths and English. British Sign Language is an alternative to English if sign language is the Apprentice's primary language.

2.3 The Apprenticeship Standard

Standard details:

Title	Number
Outdoor Activity Instructor	ST0479

National start date - 24 September 2018
 Start of End-Point Assessment by ITC - 01 January 2023

Level of Apprentice Standard - Level 3
 Length of time of apprenticeship - 12 to 18 months

This standard is assessed via two components, a Practical Test and a Professional Discussion. Apprentices are required to submit a portfolio of evidence as part of the Gateway requirement for the End-Point Assessment to occur.

2.4 Assessment Criteria, Knowledge, Skills and Behaviour Statements

The standard is assessed with a series of assessment criteria needed to be achieved in full to gain a Pass ("Pass Criteria" (PC)) and additional criteria that must be achieved to gain a Distinction ("Distinction Criteria" (DC)). To achieve these assessment criteria, a range of Knowledge, Skills and Behaviour statements must be met. These are all detailed in the published Apprenticeship Standard and are also present in Appendix 1 of ITC's Assessment Guidance Document (E4.0).

2.5 Components of the End-Point Assessment

The apprenticeship is assessed via two tasks: the Practical Test and the Professional Discussion.

2.5.1 Practical Test

The Practical Test consists of preparing a session plan under controlled conditions followed by a question and answer session with the End-Point Assessor.

The session is then subsequently observed by the End-Point Assessor with a follow-up question and answer session.

2.5.2 Professional Discussion

The Apprentice has a Professional Discussion with the End-Point Assessor, based upon a portfolio of evidence.

All ITC template documents for these assessments, planning and recording are available to End-Point Assessors.

2.6 Awarding

Apprentices can obtain a grade of Distinction/Pass/Fail for each component of the assessment.

It is only possible to obtain a Distinction if all Distinction Criteria are met and so a grade of Distinction is awarded for the Practical Test and for the Professional Discussion, both at the first attempt.

An Apprentice that fails one or both of the assessment components will be offered the opportunity to re-sit or retake individual components within 3 months of the End Point Assessment date. The maximum grade obtainable however is a Pass for that component and hence for the apprenticeship overall. If individual components are not resat/retaken within the 3 months, then all components must be retaken.

3. Administration

3.1 Organisation and Staffing

ITC First Aid Ltd is the End-Point Assessment Organisation with approval to deliver the End-Point Assessment of this apprenticeship standard.

ITC employs office staff, Assessors and internal quality assurance staff to undertake the End-Point Assessment process and ensure all successful Apprentices receive their certificate upon completion. Full details of qualifications and experience required for End-Point Assessors and Internal Quality Assurers are given in sections 6.1 and 6.2 respectively.

3.2 Policies

ITC has a suite of policies and procedures that staff involved with the end-point assessment of apprentices must be familiar with and implement in their activity. All policies are available within the Support Resources section for the Apprentice Standard on the ITC WebOffice, and within the Knowledge Base of ACE360.

3.3 Electronic Systems

ITC has two relevant systems for End-Point Assessors, IQA and other staff involved within the End-Point Assessment of Apprentices.

All Assessors and IQA staff must be registered on the ITC WebOffice. Assessors and IQA staff are required to ensure that their CPD log is completed in a timely fashion and that the required amount of CPD is undertaken as a minimum each year to maintain their role as an Assessor or IQA. All qualifications and experience must also be provided on the ITC WebOffice. All ITC policies, procedures, and all documentation relating to the End Point Assessment of this standard including templates, are available within the Support Resources section of the ITC WebOffice.

The Apprentice journey and End-Point Assessment activity will be managed using the ACE360 software, specifically designed for use in End Point Assessment of Apprenticeships, including tracking to ensure timely completion and certification can occur. All ITC policies, procedures, and all documentation relating to the End Point Assessment of this standard including templates, are available on the ITC WebOffice and also within the Knowledge Base section of ACE360.

3.4 Gateway

All Apprentices are employed by an Employer and may also have a Training Provider. On-the-job training and assessment throughout the programme will occur via the Employer, with off-the-job training to acquire the required knowledge and skills. This apprenticeship requires a minimum of 20% off the job training. During the 12-18 months of the apprenticeship, a portfolio of evidence will be compiled.

An Apprentice cannot undergo the End-Point Assessment to complete their apprenticeship without passing through the Gateway. The Gateway is monitored using the ACE360 software. To pass through the Gateway the following must occur for this standard:

- the Employer must confirm that the Apprentice is consistently working to the full level of the standard
- the Apprentice must have Level 2 English and Maths (or equivalent)*
- the portfolio is complete.

*any Apprentice that does not have level 2 Maths or English (equivalent to GCSE Grade 4 and above) must achieve these prior to Gateway. The only exceptions are those with an education, health and care plan or a legacy statement in which case the minimum requirement is Entry Level 3 (GCSE Grade 1 or above). British Sign Language is an alternative to English qualifications for those whom this is their primary language.

The End-Point Assessment **must** take place within 2 months of passing through the End-Point Assessment Gateway.

4. Assessment

4.1 The End-Point Assessment Model

The requirements for each assessment method (section 2.5) are given below.

Assessment Methods	Timing
Practical Test	
Completion of a Session Plan	Apprentices must complete the session plan no earlier than one week immediately prior to the observation. Duration: 60 minutes (\pm 10%)
Questions and answers	To be undertaken following completion of the session plan. Duration: 15 minutes (\pm 10%)
Observation	Duration: 90 minutes (\pm 10%)
Questions and answers	To be undertaken following completion of the observation. Duration: 15 minutes (\pm 10%)

Assessment Methods	Timing
Professional Discussion	
Supported by a portfolio of evidence	Duration: 45 minutes (\pm 10%) This should preferably be undertaken on the same day as the observation

4.2 The Assessment Criteria

The assessment criteria are broken down into sub-sections covering:

- Preparing for sessions
- Delivering sessions
- Meeting session outcomes
- Completing sessions
- Organisational requirements
- Professional practice.

The Assessment Guidance Document (E4.0) must be read in full prior to any End-Point Assessment being undertaken by an Assessor.

The Practical Task

a) Preparing for Sessions

Criteria	An Apprentice must ...
PC1	Demonstrate the ability to describe at least 4 key pieces of information they would need to collate and use to deliver a session.
PC2	Provide evidence of where they have prepared and delivered sessions tailored to suit the group and the defined outcomes for the session.
PC3	Be able to describe at least 3 predictable changes in the environment and approved options to accommodate these.
PC4	Be able to demonstrate how they select the appropriate equipment for the activity, access and set-up the venue location suitable for the session.
DC1	Be able to demonstrate planning a session to suit individual needs within the group using a variety of spaces, interactions, roles, mini-groupings, teaching styles, resources, support, tasks, pace, achievement level etc.

b) Delivering the Session

Criteria	An Apprentice must ...
PC5	Be able to demonstrate delivering a session to suit the group needs and the defined outcomes for the session.
PC6	Be able to demonstrate a level of subject knowledge and practical skills in the activity that is appropriate for the session being delivered.
PC7	Deliver appropriate briefing, demonstration and instruction during the session to meet the needs of the group.
PC8	Provide evidence of where they use operational health and safety procedures in order to guide participants to venues, brief them on the session and maintain self and group safety throughout the session.
PC9	Be able to assess the skill development of participants in order to provide on-going instruction to encourage further learning and progression for the individual and the team.
PC10	Be able to demonstrate how they would identify hazards in the environment and how they would change their delivery to adapt to them.
PC11	Provide evidence where they have dealt with routine problems so that they do not negatively impact the session.

PC12	Describe how they have (or would) use basic First Aid and summon support for incidents or accidents as necessary.
PC13	Demonstrate being punctual, enthusiastic for the organisation, the session and presenting themselves in a manner appropriate to the organisation.
DC2	Be able to demonstrate delivering a differentiated session to meet individual needs within the group using a variety of spaces, interactions, roles, mini-groupings, teaching styles, resources, support, tasks, pace, achievement level etc.
DC3	Be able to demonstrate a range of more complex instruction techniques (such as feedback based on observation of performance, or 1:1 coaching on technical, tactical, physical, psychological skills) in order to support an individualised approach.
DC4	Provide evidence of recommendations they have made to change organisational procedures to improve session delivery or prevent routine problems.

c) Meeting the session outcomes

Criteria	An Apprentice must ...
PC14	Be able to demonstrate how they use set approaches to instructing/teaching in order to meet the learning outcomes for each session.
PC15	Demonstrate encouraging individuals and using at least 3 simple techniques to support group engagement in sessions.
PC16	Be able to apply at least 3 different questioning and observation techniques to check progress of learning and show where they changed the pace of the session because of this.
PC17	Be able to describe what review techniques and questioning styles they have used to evaluate achievement of the require outcomes of a session.
PC18	Be able to identify 4 areas, which highlight that participants may have additional support requirements and advise on what they have changed in order to support their learning.
PC19	Provide encouragement for participants to continue learning and improving over the session.
PC20	Provide evidence of where they have dealt with conflict and what actions they took to challenge the behaviour of participants and promote equality and diversity.
PC21	Be able to demonstrate where they have communicated clear and concise instructions to both colleagues and participants in order for them to be able to undertake the activity.
PC22	Be able to maintain a positive attitude with customers and colleagues throughout the observed session.
DC5	Identify during the session learner attributes that may threaten them meeting the session outcomes, and is pro-active in making in-session changes to their delivery in order to remove the barriers and ensure participation and achievement throughout the session.
DC6	Be able to show examples of selecting and applying a range of advanced engagement activities, questioning styles or review techniques (such as peer-instruction, NLP logical levels questioning, individualised progression points, 1:1 feedback sessions) to tailor their delivery to individual needs.
DC7	Provide evidence on where they have critically reflected in a session and improved or changed their delivery to improve future sessions.

d) Completing the session

Criteria	An Apprentice must ...
PC23	Provide evidence of where they have completed their activity delivery within the required timescales and ensured that the venue and equipment are returned to the correct areas.
PC24	Demonstrate promoting ongoing use of the outdoors and advising participants on suitable progression routes.
PC25	Be able to review an individual's learning over the session and their personal objectives and then provide feedback and recommendations for further continuous development in order to improve performance.

DC8	Be able to demonstrate with examples how they have prepared individuals and the group for their next activity using the skills, knowledge and learning of the session they have just completed to agree what the next training session should be and identify the key learning requirements for it.
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The Professional Discussion

e) Preparing and Delivering Sessions

Criteria	An Apprentice must ...
PC26	Be able to explain why an activity briefing is important and outline where information to support this is gathered from within their organisation.
PC27	Provide evidence of how they use their organisation's procedures and standards when preparing for and delivering sessions.
PC28	Be able to describe how and why they encourage group members to think about environmental impact and sustainability, and give at least 3 examples of behaviours that preserve or enhance the environment they work in.
PC29	Be able to describe at least 4 common problems/issues related to working with groups on the outdoors and what they would do to mitigate these.
PC30	Be able to describe how they would respond to accidents and emergencies that may occur whilst delivering a session.
DC9	Be able to explain how the theory-of-change they use influences the style and content of activity briefings they deliver.

f) Organisational requirements

Criteria	An Apprentice must ...
PC31	Be able to describe at least 3 of their organisation's products and the target market and potential benefits of each.
PC32	Be able to describe the level of engagement their organisation would expect when working with both colleagues and participants.
PC33	Provide evidence of where they have used participant's feedback to make an improvement to the session.
DC10	Be able to provide evidence of recommendations made to the organisation for improvements to operations or session delivery.
DC11	Analyse participants' feedback and their own self-evaluation in order to improve on the session they deliver.

g) Professional practice

Criteria	An Apprentice must ...
PC34	Be able to describe the organisation's policy on equality and diversity and how this is used to encourage participation and inclusion whilst protecting client information.
PC35	Provide evidence of where they handle and use sensitive information to support the preparation of sessions and support their colleague in delivering them.
PC36	Be able to describe at least 3 sources of professional development they have used to further develop their knowledge and personal skills.
PC37	Provide evidence of where they have self-evaluated their own performance and what actions they have taken as a result of this.
DC12	Be able to describe their own processes of reflective practice and the resulting professional development activities outside their workplace they have undertaken (and plan to undertake) to support their career progression.

4.3 Grading Criteria

The grading criteria have been developed to reflect the requirements of the outdoor learning sector. Possible grades are Fail, Pass or Distinction. There is no Merit criteria.

Independent Assessors must individually grade each assessment method. The decisions must be subject to internal moderation prior to confirmation.

Possible grading combinations are:

Practical Test	Professional Discussion	Final Grade Awarded
Fail	Fail	Fail
Fail	Pass	Fail
Pass	Fail	Fail
Pass	Pass	Pass
Distinction	Pass	Pass
Pass	Distinction	Pass
Distinction	Distinction	Distinction

If an Apprentice fails one or more of the assessment methods, they are offered the opportunity to resit or re-take.

A resit does not require further learning. A re-take requires the Apprentice to undergo further learning and hence must pass through the Gateway again.

A resit or re-take in one component must be completed within 3 months of the End-Point Assessment, or all components must be resat or re-taken.

There is no limit to the number of resits or re-takes an Apprentice may undertake, however an apprentice can only achieve a Pass grading** overall if one or more resits or re-takes occur.

An Apprentice cannot choose to re-sit or re-take any part of the EPA in order to increase their grade from a Pass to a Distinction.

** Extenuating circumstances may occur in regard to the original fail.

5. Quality Assurance

5.1 Internal Quality Assurance

Internal quality assurance is provided by ITC. Full details are provided within the document, Internal Quality Assurance Procedures, Specifications and Strategy for the End-Point Assessment of Apprenticeships (IQA-EPAO1).

The standard specifies a minimum level of activity which includes:

- moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 5% of each independent Assessor's assessments moderated;
- providing training for independent Assessors in terms of good assessment practice, operating the assessment tools and grading;
- ensuring quality assurance systems support fair, reliable and consistent assessment across the organisation over time;
- operate regular standardisation events that enable independent Assessors to attend a minimum of one event per year.

Internal quality assurance must be completed by an appropriately qualified person, and that person cannot have been involved in any aspect of the delivery or assessment of the Apprentice, whose End-Point Assessment they are quality assuring.

5.2 External Quality Assurance

External Quality Assurance for this standard is provided by Ofqual. All End-Point Assessors, Internal Quality Assurers and administrative staff are expected to work with the EQA team as required, and as directed by ITC.

6. Staffing Qualifications and Experience

6.1 End-Point Assessor Credentials

An End-Point Assessor must be INDEPENDENT from the Apprentice and cannot have been involved in the learning, development or line management of the Apprentice.

End-Point Assessors are required to have:

- a) current and sufficient knowledge and understanding of the apprenticeship standard and grading criteria;
- b) at least 2 years' experience of working within the outdoor learning sector that provides up-to-date knowledge and understanding of operational models, apprentice training and good practice for the occupation of the apprentices they are assessing;
- c) hold a recognised assessment qualification that addresses the assessment of both skills and knowledge in the workplace. Examples include:
 - i. Level 3 Certificate in Assessing Vocational Achievement (CAVA);
 - ii. A1;
 - iii. D32/33;
 - iv. Qualified Teacher Status (QTLS or QTS) plus at least 12 months' experience of responsibility for the workplace competence assessment of outdoor instructors, leaders or teachers;
 - v. any other equivalent qualification;
- d) undertake and record planned and relevant Continuous Professional Development. A minimum of 24 hours per annum is expected covering both vocational and assessment competence.

An Assessor may be required to observe an Apprentice in a remote or hazardous situation (e.g. mountain, river or sea). In such situations the Assessor must have the personal competence to ensure their own safety in the environment independent of the Apprentice's scope of responsibility.

6.2 Internal Quality Assurer Credentials

In addition to the requirements of the End-Point Assessor, an **Internal Quality Assurer** should also

- a) 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 the Outdoor Activity Instructor Apprentice Standard.

Staff must also maintain evidence of continuous professional development in quality assurance.

7. Further Reading and Useful Websites

ST0479: Outdoor Activity Instructor Apprenticeship, Level 3: End-Point Assessment Plan

<https://www.instituteforapprenticeships.org/>

<https://www.gov.uk/government/news/external-quality-assurance-of-apprenticeships-expanded-role-for-ofqual-confirmed>

<https://www.outdoor-learning.org/>