ITC Level 3 Certificate for Forest School Leaders

Qualification Number: 610/7749/5

G.33

Qualification Specification
Guidance for Centres

ITC First

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Website Access
For all policy statements and downloadable documents

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

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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

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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Hard copy documents go out of date.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

- K/652/2593 Forest School Programme: Delivery
- L/652/2594 Forest School Programme: Learning and Development
- M/652/2595 Forest School Programme: Planning and Preparation
- R/652/2596 Forest School Programme: Practical Skills
- T/652/2597 Forest School Programme: Woodland as a Learning Environment

Delivery Resources

- G.33: Centre Guidance [This document]
- PT1: Individual Learning Plan Template
- PT2: Tutorial Template
- PT3: Reflective Journal Template
- PT4: Personal Summative Review Template
- ACET1.33 FS3 Evidence Tracking Template
- ACET1s.33FS3 Evidence Tracking Template Summary
- 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
- 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 the ITC Level 3 Certificate for Forest School Leaders – 610/7749/5

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 your ITC Web-Office and view or download up to date documents from 'Support Resources'

2. Qualification Details

2.1 Qualification Objectives

a) **ITC Level 3 Certificate for Forest School Leaders – 610/7749/5**
This qualification is intended to provide the skills and knowledge required to set up and deliver safe and effective Forest School programmes, for those who wish to become Forest School Leaders.

2.2 Candidate Entry Requirements for these Qualifications

The minimum age for access to these qualifications is:
Level 3 Certificate: 18+

a) **ITC Level 3 Certificate for Forest School Leaders – 610/7749/5**
No formal entry requirements. This qualification is for those aged 19+ such as youth workers and teachers who wish to become Forest School Leaders.

2.3 Qualification Structure

Qualification details:

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Title	Number	GLH	TQT
ITC Level 3 Certificate for Forest School Leaders	610/7749/5	96	180

Unit details:
This Forest School qualification is derived from 5 mandatory units:

Level 3 Certificate

Title	Number	Credit	Level	GLH
Forest School Programme: Delivery	K/652/2593	3	3	15
Forest School Programme: Learning and Development	L/652/2594	6	3	30
Forest School Programme: Planning and Preparation	M/652/2595	3	3	15
Forest School Programme: Practical Skills	R/652/2596	3	3	18
Forest School Programme: The Woodland as a Learning Environment	T/652/2597	3	3	18

Unit Review dates
September, 2031

GLH is the time a candidate 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) Forest School Programme: Delivery – Level 3

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*	
1. Be able to facilitate an 'Introduction to Forest School Programme' according to the Forest School ethos and principles.	1.1	Facilitate an 'Introduction to Forest School Programme'
2. Be able to assess the impact of the 'Introduction to Forest School Programme' on participants.	2.1	Assess the impact of the 'Introduction to Forest School Programme' on the participants' learning and development.
	2.2	Make recommendations for progressing each individual's learning and development.
3. Be able to evaluate an 'Introduction to Forest School Programme'.	3.1	Evaluate each session of the 'Introduction to Forest School Programme'.
	3.2	Carry out a summative evaluation at the end of the 'Introduction to Forest School Programme'.

Note: *Learners are required to plan and deliver six pilot Forest School sessions as part of the Level 3 FS qualification. These sessions are a mandatory requirement but do not contribute to the Guided Learning Hours (GLH) for the qualification. They must therefore be completed in addition to the published GLH.*

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b) Forest School Programme: Learning and Development – Level 3

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*	
1. Understand how the Forest School Principles and holistic methods support learning and development in relation to an 'Introduction to Forest School Programme'.	1.1	Summarise how the Forest School principles apply to own programme.
	1.2	Describe how own Forest School programme encourages the development of the whole person and well-being.
	1.3	Summarise current research that supports own practice in relation to the impact of Forest School on individual well-being.
	1.4	Describe the potential impact of the Forest School approach on the well-being and development of individuals with additional needs.
2. Understand the value of the play process at Forest School.	2.1	Summarise the key features of play and its role at Forest School.
	2.2	Explain how play and choice are integrated into own 'Introduction to Forest School Programme'.
3. Understand relevant theories of learning and development and their application to Forest School.	3.1	Summarise recognised theories of learning and development relating to own 'Introduction to Forest School Programme'.
4. Understand the impact of behaviour and relationships on learning and development at Forest School.	4.1	Summarise the key factors that affect behaviour of all participants.
	4.2	Explain how using a non-judgemental approach can impact learning and development.
	4.3	Describe how met and unmet needs affect relationships within own 'Introduction to Forest School programme.'
	4.4	Describe how to create a community of learning in own setting.
5. Know how to reflect on own Forest School training.	5.1	Summarise reflections on own personal development through the Forest School training process.
	5.2	Explain how own experience of Forest School training informs wider practice and professional development.

c) Forest School Programme: Planning and Preparation – Level 3

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*	
1. Understand how to advocate for Forest School.	1.1	Identify local Forest School practice and networks.
	1.2	Explain the role of the Forest School Leader.
	1.3	Evaluate research on the Forest School approach.
2. Be able to develop the underpinning documents required for a Forest School programme.	2.1	Develop a Forest School handbook.
	2.2	Undertake a site risk assessment and risk-benefit assessments.
3. Understand impact of Forest School programmes.	3.1	Explain the rationale of own Forest School programme.
	3.2	Reflect on a Forest School session facilitated by a qualified practitioner.

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d) Forest School Programme: Practical Skills – Level 3

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*	
1. Be able to apply a range of practical skills relevant to a Forest School programme.	1.1	Demonstrate the selection and use of appropriate personal protective equipment (PPE).
	1.2	Demonstrate how to check and maintain equipment.
	1.3	Demonstrate the use of hand tools.
	1.4	Demonstrate the use of appropriate rope work.
	1.5	Demonstrate the construction of temporary play structures.
	1.6	Demonstrate how to create craft items using woodland materials.
	1.7	Demonstrate how to erect temporary group shelters.
	1.8	Demonstrate how to site, build, light and manage a campfire suitable for purpose.
	1.9	Demonstrate how to cook on a campfire.
	1.10	Demonstrate how to extinguish a fire.
2. Know how to facilitate a range of practical skills relevant to a Forest School programme in line with the Forest School ethos and principles.	2.1	Explain how to facilitate the use of appropriate personal protective equipment (PPE) with client group.
	2.2	Explain how to facilitate the safe checking, cleaning and maintaining of equipment with a client group.
	2.3	Explain how to facilitate with client group(s) the safe use of hand tools.
	2.4	Explain how to facilitate with client group(s) the tying and use of knots at Forest School.
	2.5	Explain how to facilitate the construction and use of a temporary play structure with a client group.
	2.6	Explain how to facilitate with client group(s) the making of craft items using natural woodland materials.
	2.7	Explain how to facilitate with client group(s) the erection of temporary group shelters.
	2.8	Explain how to facilitate use of a campfire with client group(s).
	2.9	Explain how to facilitate campfire cooking with your client group.
	2.10	Explain how to facilitate the extinguishing of fire with your client group.

e) Forest School Programme: Woodland as a Learning Environment – Level 3

Learning outcomes *The learner will:*	**Assessment criteria** *The learner can:*	
1. Understand the structure of Forest School sites.	1.1	Describe the key features of a healthy Forest School site.
	1.2	Compare the structure and biodiversity of Forest School sites.
2. Know how to identify a range of species and understand the importance of identification.	2.1	Explain why species identification is important for the Forest School leader.
	2.2	Describe the identifying characteristics for a range of woodland species for own site.
3. Understand the management of Forest School sites.	3.1	Describe the Forest School Leaders role in stewardship and care of the Forest School site.
	3.2	Describe sustainable management methods and how to involve participants.

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4. Understand the importance of the relationship between Forest School and the woodland environment.	4.1	Evaluate research articles on the benefits of connection with woodland environments on well-being.
	4.2	Explain how Forest School nurtures connection between participants and the woodland environment.
5. Be able to manage the ecological impact of a Forest School Programme.	5.1	Assess the potential ecological impact of running Forest School Programmes on own site.
	5.2	Create a three-year management plan for the sustainable use of own Forest School site and to enhance biodiversity.

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.
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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

Centres will need to consider:

a) Sufficient resources for the delivery the qualification – physical and staffing.

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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.

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.

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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, assessors are required to:

a) Level 3 Teaching qualification or higher, and;
b) Level 3 Assessing qualification or higher;
c) Subject specific qualification/s (dependent on units delivered), including:
d) Level 3 Forest School Leader*, ideally gained through face-to-face delivery in a woodland learning environment,;
e) A 16-hour First Aid qualification that includes scenario based, face-to-face learning with an outdoor element, and that is relevant to the ages you have a duty of care for (meeting Band 3 of the IOL Statement of Good Practice) e.g. Forest School First Aid or Outdoor First Aid;
f) Evidence of suitable occupational experience, at least 2 years' of post-qualification Forest School experience, including at least one long-term programme through the seasons, evidenced by CV.

(** Recognised qualifications are those set out in the FSA Recognised FS Provider Scheme Application Form and summarised below but also available here.*)

ITC application documents require Centres to identify:

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

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

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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.

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

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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 candidate 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

1. Understand the Forest School Principles and holistic approach to learning and development in relation to an 'Introduction to Forest School Programme.'

1.1. Summarise how the Forest School principles apply to own programme.
1.2. Describe how own Forest School programme encourages the development of the whole person and well-being.
1.3. Summarise current research that supports own practice in relation to the impact of Forest School on individual well-being.
1.4. Describe the potential impact of the Forest School approach on the well-being and development of individuals with additional needs.

Task 1 – Summarise how you apply the forest school principles to your own programme, providing examples of how the principles encourage: physical development and well-being, intellectual development and social and emotional development.

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

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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.
- PT31a FS1 Evidence Tracking Template.
- PT32b FS2 Evidence Tracking Template.
- PT32c FS2 Evidence Tracking Template.
- PT33d FS3 Evidence Tracking Template.
- PT33e FS3 Evidence Tracking Template.
- PT33f FS3 Evidence Tracking Template.
- PT33g FS3 Evidence Tracking Template.
- PT33h FS3 Evidence Tracking 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.

- 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:
Growing a Forest School from the Ground Up - Forest School Association (2021)

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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.
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 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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