ITC Level 2 Award for Forest School Assistants

Qualification Number: 610/7755/0

G32

Qualification Specification
Guidance for Centres

ITC First

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Website Access

For all policy statements and downloadable documents

Ofqual Portal	QualScot Accreditation SP	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 Candidate 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Hard copy documents go out of date.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

- L/652/2657 Supporting a Forest School Programme: Learning and Development
- M/652/2658 Supporting a Forest School Programme: Practical Skills

Delivery Resources

- G32: Centre Guidance [This document]
- PT1: Individual Learning Plan Template
- PT2: Tutorial Template
- PT3: Reflective Journal Template
- PT4: Personal Summative Review Template
- ACET1.32: FS2 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: Other Language Policy
- P8: Equality, Diversity and Assessment Policy
- P9: Record Retention Policy
- P12: Automatic E-mail Policy - Removal from list
- P14: Sanctions Policy
- P15: Withdrawal from Delivery Policy
- P16: Complaints Policy
- P17: Invoice Policy
- P19: Recognition of Prior Learning Policy
- P22: Data Protection and Privacy Policy

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1. General Information

1.1 Using this document

This document has been developed to provide guidance for Centre staff involved in the delivery of the ITC Level 2 Award for Forest School Assistants – 610/7755/0.

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

ITC Level 2 Award for Forest School Assistants – 610/7755/0
This qualification is intended for those who wish to become an assistant Forest School Leader or intend to become a Forest School leader in the future, developing knowledge practical skills suitable for the role.

2.2 Learner Entry Requirements for these Qualifications

The minimum age for access to these qualifications is:
Level 2 Award: 16 years*

*Please note, however, that the Forest School Association recommends a minimum age of 18, as this is the recommended minimum age for Forest School Programme assistants.

ITC Level 2 Award for Forest School Assistants - 610/7755/0
No formal entry requirements. This qualification is for those aged 16+ wishing to become assistant Forest School Leaders. Previous Forest School 'experience' is advised.

2.3 Qualification Structure

Qualification details:

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Title	Number	GLH	TQT
ITC level 2 Award for Forest School Assistants	610/7755/0	54	70

Unit details:
This qualifications is derived from 2 mandatory units:

Title	Number	Credit	Level	GLH
Supporting a Forest School Programme: Practical Skills	M/652/2658	3	3	24
Supporting a Forest School Programme: Learning and Development	L/652/2657	4	2	30

Unit Review dates
August 2031

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) Supporting a Forest School Programme: Learning and Development – Level 2

	Learning Outcomes: The learner will…..		Assessment Criteria: The learner can…….
1	Understand the Forest School Principles and approach to learning and development.	1.1	Summarise the Forest School approach to learning and how this supports holistic development.
2	Know how experiences can support learning and development at a Forest School.	2.1	Summarise the key features of play and its role at Forest School.
		2.2	Explain how play and choice have been integrated into Forest School programmes.
		2.3	Describe how to develop a community of learning by meeting the needs of all participants.
3	Be able to perform the role of an Assistant at a Forest School.	3.1	Describe the role of the Forest School Assistant.
		3.2	Assist with the planning and delivery of consecutive Forest School sessions.
		3.3	Assist with the evaluations of consecutive Forest School sessions, showing how observations and evaluations inform future session plans.
		3.4	Assess the impact for a participant over consecutive sessions.
4	Know how to reflect on own Forest School training.	4.1	Summarise own development and learning.

b) Supporting a Forest School Programme: Practical Skills – Level 3

	Learning Outcomes: The learner will…..		Assessment Criteria: The learner can…….
1	Understand the structure of Forest School sites.	1.1	Compare the structure and biodiversity of Forest School sites.

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2	Know how to identify a range of flora and fauna and understand the importance of identification.	2.1	Identify a range of woodland flora and fauna for own site, detailing identifying characteristics for each species.
3.	Be able to manage the ecological impact of a Forest School programme.	3.1	Assess the potential ecological impact of running Forest School programmes on own site.
4	Understand the role of risk assessment at Forest School.	4.1	Define the terms 'hazard' and 'risk' with reference to Forest School.
5	Be able to carry out a site risk assessment and a risk-benefit assessment.	5.1	Carry out a site risk assessment and a risk- benefit assessment related to an experience at Forest School.
6	Be able to apply a range of practical skills relevant to a Forest School programme.	6.1	Demonstrate the selection and use of appropriate personal protective equipment (PPE).
		6.2	Demonstrate how to check and maintain equipment.
		6.3	Demonstrate the use of hand tools.
		6.4	Demonstrate the use of appropriate rope work.
		6.5	Demonstrate the construction of temporary play structures.
		6.6	Demonstrate how to create craft items using woodland materials.
		6.7	Demonstrate how to erect temporary group shelters.
		6.8	Demonstrate how to site, build, light and manage a campfire suitable for purpose.
		6.9	Demonstrate how to cook on a campfire.
		6.10	Demonstrate how to extinguish a fire.

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.

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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

Centres will need to consider:

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

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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, 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.

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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.

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 e.g. Level 3
- 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 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:

1. Understand the structure of woodlands.
1.1 Compare the structures and biodiversity of native broadleaf and coniferous woodland ecosystems.

i. Task – Compare the different vegetation layers found in a broad leaf woodland and a coniferous woodland. You may wish to include annotated diagrams and/or photographs.

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:

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- 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.

- 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.

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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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