ITC Level 3 Award in Education and Training

Qualification Number: 601/0128/3

G10

Qualification Specification
Guidance for Centres

ITC First

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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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Contents

Appendix Documents Listing

Section 1
General Information
1.1 Using this Document
1.2 Documented Procedures

Section 2
Qualification Details
2.1 Purpose of Award
2.2 Qualification Structure
2.3 Unit options Available
2.4 Awarding
2.5 Age of Learners

Section 3
Centre Approval to deliver ITC Qualifications
3.1 Centre Approval Documents
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 Registrations of Learners

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

Section 7
Supporting Resources for Delivery
7.1 Reading List

Section 8
External Moderation
8.1 External Moderation Procedures
8.2 Visit Details

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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Hard copy documents go out of date.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

- H/505/0053 Understanding roles, responsibilities and relationships in education and training
- D/505/0052 Understanding & using inclusive teaching & learning approaches in education & training
- J/502/9549 Facilitate learning and development for individuals
- F/502/9548 Facilitate learning and development in groups
- D/601/5313 Understanding the principles and practices of assessment
- R/505/0050 Understand assessment in education and training

Delivery Resources

- G10 E&T Centre Guidance [This document]
- 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
- PT7 Optional Unit Evidence Tracking Template
- PT8 Session Plan Template
- PT9 Micro-teach Observations Template
- MS10 Suggested Marking Evidence Grid

Internal Moderation

- IM1 Internal Moderation Process
- IM2 Centre Standardisation Records
- IM3 Internal Moderation Sampling Record
- IM4 Internal Moderation Sampling Report Record
- IM5: Internal Quality Assurance Record Form

Centre Approval

- C9 Centre Agreement

ITC Forms

- C4 Access to Training & Assessment Request Form
- C7 Special Considerations Request Form
- F3 Malpractice & Misconduct Report Form
- 05 Replacement Certificate Request Form

ITC Policies

- P1: Customer Charter
- P3: Fees Policy
- P5: Appeals Policy
- P6: Malpractice, Maladministration & Misconduct Policy
- P7: Language Policy
- P8: Equality, Diversity and Assessment Policy
- P9: Record Retention Policy
- P12: Automatic E-mail Policy - Removal from list
- P14: Sanctions Policy
- P15: Withdrawal from Delivery Policy
- P16: Complaints Policy

ITC Policies (continued)

- P17: Invoice Policy

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- 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 ITC Level 3 Award in Education and Training.

It explains the administration, assessment and quality assurance requirements for this qualification.

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 L3 Education and Training qualification.

1.2 Documented Procedures

ITC is a regulated Awarding Organisation supporting nationally 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

The core information fort the L3 Award in Education and Training was taken from the Education and Training Foundation document – Qualification in Education and Training, November 2016.

2.1 Qualification Objectives

This qualification replaces the PTLLS [L3 & L4] qualification.

This award was developed to meet the requirements of everyone involved, (or wishing to become involved) in a teaching role in the further and adult education sector and has been developed in response to sector demand. It is the threshold standard for those who wish to deliver training in their specialist subject. It is an introduction to the teaching role and is suitable for those with a role in teaching in the adult education sector.

It is an introductory teaching qualification and prepares individuals for teaching in a wide range of contexts. It does not require the learner to be teaching.

2.2 Learner Entry Requirements for this Qualification

a) **Previous qualification requirements for Learners of this qualification**
None. Direct entry.

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b) Prior knowledge, skills or understanding which the Learner is required to have before taking the qualification

There is a requirement to undertake an initial assessment of all learners of their skills in English, Mathematics and ICT.

They should be able to work at Level 3 in Literacy and be at Level 1 Functional Skills in Mathematics and ICT

The developmental needs of each learner should be recorded and where applicable an action plan agreed to address them.
Previous actions plans should be reviewed and updated as required.

There are no other nationally agreed entry requirements.

c) Units which a Learner must have completed before the qualification will be awarded including any optional routes

There is no requirement to have completed any units previously.

d) Other requirements for a Learner to satisfy prior to assessment or awarding

None

2.3 Qualification Structure

Qualification title
ITC Level 3 Award in Education and Training
Qualification number
601/0128/3

The Learner must achieve a total of 12 credits from mandatory and optional unit combinations and a total of up to 60 guided learning hours:

a) 3 credits from group A
b) 6 credits from group B
c) 3 credits from group C

Group	Mandatory / Optional	Title	Level	Credit	GLH	QCF Unit Ref Number
A	Mandatory	Understanding roles, responsibilities and relationships in education and training	3	3	12	H/505/0053
B	Optional	Understanding and using inclusive teaching and learning approaches in education and training	3	6	24	D/505/0052
B	Optional	Facilitate learning and development for individuals	3	6	25	J/502/9549
B	Optional	Facilitate learning and development in groups	3	6	25	F/502/9548
C	Optional	Understanding the principles and practices of assessment	3	3	24	D/601/5313
C	Optional	Understand assessment in education and training	3	3	12	R/505/0050

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Unit Review dates
July 01, 2027

a) Understanding roles, responsibilities and relationships in education and training
b) Understanding and using inclusive teaching and learning approaches in education and training
c) Understand assessment in education and training

July 01, 2027

a) Facilitate learning and development for individuals
b) Facilitate learning and development in groups
c) Understanding the principles and practices of assessment.

The mandatory unit must be completed in order for the qualification to be achieved.

For the following four (4) units there is no requirement to undertake teaching practice, other than as microteaching, for assessment purposes. Centres may include a practice requirement to their programme.

a) Understanding roles, responsibilities and relationships in education and training
b) Understanding and using inclusive teaching and learning approaches in education and training
c) Understanding the principles and practices of assessment
d) Understand assessment in education and training

Learners should be involved in at least one hour of microteaching. Each learner must deliver at least one 15-minute microteaching session, which should be observed and assessed by a member of the delivery team. For the additional 45 minutes, learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.

The following two (2) units require learners to undertake practice in a work environment. Practice should be in the appropriate context – either with groups of learners or with individual learners. The number of hours of practice required is not specified.

a) Facilitate learning and development for individuals (Level 3)
b) Facilitate learning and development in groups (Level 3)

There are additional requirements for those who assess these two units. Please contact ITC for guidance.

External guidance for the teaching and assessment for this qualification can be found in guidance documents produced by the Education and Training Foundation.

The Award has:

- Credit value of 12 [120hours].
- Guided Learning Hours [GLH] of 48 hours.
- Total Qualification Time [TQT] of 120 hours.

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2.4 Learning Outcomes and Assessment Criteria

a) Understanding roles, responsibilities and relationships in education and training

1	Understand the teaching role and responsibilities in education and training
2	Understand ways to maintain a safe and supportive learning environment
3	Understand the relationships between teachers and other professionals in education and training

Assessment criteria – See ITC Document Code MS10 or follow ETF link

b) Understanding and using inclusive teaching and learning approaches in education and training

Learning Outcomes: The learner will…..	
1	Understand inclusive teaching and learning approaches in education and training
2	Understand ways to create an inclusive teaching and learning environment
3	Be able to plan inclusive teaching and learning
4	Be able to deliver inclusive teaching and learning
5	Be able to evaluate the delivery of inclusive teaching and learning

Assessment criteria – See ITC Document Code MS10 or follow ETF link

Assessment Guidance:
There is a microteaching requirement for this unit. Trainee teachers must be involved in at least one hour of microteaching. Each trainee teacher must deliver at least one 15-minute microteaching session that is observed and assessed by a member of the delivery team. For the additional 45 minutes, the trainee teacher can either deliver additional microteaching sessions or observe the microteaching sessions of other trainee teachers.

c) Facilitate learning and development for individuals

Learning Outcomes: The learner will…..	
1	Understand principles and practices of one to one learning and development
2	Be able to facilitate one to one learning and development
3	Be able assist individual learners in applying new knowledge and skills in practical contexts
4	Be able to assist individual learners in reflecting on their learning and/or development

Assessment criteria – Follow ETF link

Assessment Guidance:
This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

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d) Facilitate learning and development in groups

Learning Outcomes: The learner will…..	
1	Understand principles and practices of learning and development in groups
2	Be able to facilitate learning and development in groups
3	Be able to assist groups to apply new knowledge and skills in practical contexts
4	Be able to assist learners to reflect on their learning and development undertaken in groups

Assessment criteria – Follow ETF link

Assessment Guidance:
This unit assesses occupational competence. Evidence for learning outcomes 2, 3 and 4 must come from performance in the work environment. Simulations, projects or assignments are not allowed.

e) Understanding the principles and practices of assessment

Learning Outcomes: The learner will…..	
1	Understand the principles and requirements of assessment
2	Understand different types of assessment method
3	Understand how to plan assessment
4	Understand how to involve learners and others in assessment
5	Understand how to make assessment decisions
6	Understand quality assurance of the assessment process
7	Understand how to manage information relating to assessment
8	Understand the legal and good practice requirements in relation to assessment

Assessment criteria – See ITC Document Code MS10 or follow ETF Assessor link

f) Understanding assessment in education and training

Learning Outcomes: The learner will…..	
1	Understand types and methods of assessment used in education and training
2	Understand how to involve learners and others in the assessment process
3	Understand the role and use of constructive feedback in the assessment process
4	Understand requirements for keeping records of assessment in education and training

Assessment criteria – See ITC Document Code MS10 or follow ETF link

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2.5 Awarding

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

After 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 the 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 05. There is a small fee payable.
.

2.6 Age of Learners

The qualification is appropriate for learners of 19 years or older. For Skills Funding Agency purposes the qualification is listed as appropriate for learners of 19+.

3. Centre Approval to Deliver ITC Qualifications

3.1 Centre Approval

Centres wishing to offer the ITC Level 3 Award in Education and Training will need to complete:

a) Online Centre application
b) Centre agreement – C9

Centres will need to consider:

a) Sufficient resources for the delivery the qualification – physical and staffing
b) Learner access to sufficient resources for the award – learning centre, visual aids, text books and mentor
c) Quality assurance procedures – internal assessment and internal moderation

3.2 Teaching Programme

The content of the teaching programme is the responsibility of the Centre and is developed by the staff team of the Centre. ITC has guidance and advice documents to assist in the development of a teaching programme that can be supplied to Centres upon request.

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.

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3.3 Internal Quality Assurance

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 a 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 given to every learner upon registration.

4. Centre Staffing

4.1 Tutor Credentials

Centres are expected to have an appropriate number of suitable tutors with teaching experience who hold a teaching qualification at a level above that for the course they are delivering.

ITC application Centres to identify:

a) A nominated individual to lead the qualification delivery team in the Centre.
b) Tutors with a minimum of a level 4 teaching qualification [not an introduction to teaching qualification such as PTLLS] supported by teaching experience and educated to degree level.

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Assessment and quality assurance strategy for Learning and Development units
Learning and Development units are:

a) Facilitate learning and development for individuals
b) Facilitate learning and development in groups
c) Understanding the principles and practices of assessment

Assessors

a) Should hold the qualification they are assessing and have assessed learners.
b) Should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
c) Should show current evidence of cpd in assessment and quality assurance.
d) Should hold one of the following qualifications or their recognised equivalent:
    i. Level 3 Award in Assessing Competence in the Work Environment
    ii. A1
    iii. D32 & D33.

Internal Quality Assurance Staff

a) Should have up-to-date working knowledge and experience of best practice in assessment and quality assurance.
b) Should hold an appropriate assessor qualification [see above].
c) Should show current evidence of cpd in assessment and quality assurance.
d) Should hold one of the following qualifications or their recognised equivalent:
    i. Level 4 Award 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.

5. Learner Registration

5.1 Selection of Learners

There are no entry requirements for this qualification. Prospective learners should:

a) Be interviewed – confirming suitability of programme and diagnostic assessment of spoken communication
b) Undertake a diagnostic assessment for minimum core skills in literacy, numeracy and information technology and directed to appropriate training if necessary.
c) Be asked to declare any criminal background that might prevent them working with vulnerable adults or children
d) Hold a relevant qualification in their area of specialism at least the level above that of their learners

It is the responsibility of the Centre to provide guidance and advice to learners prior to the commencement of the 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

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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 5 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 E & T training course or even as far as jointly agreeing a route to QTS if required. It should identify learning and professional 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:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training

6. Assessment

6.1 Assessment of Each Unit

The assessment evidence required is an assessment assignment for the units chosen from groups A, B and C.

A	Mandatory	Understanding roles, responsibilities and relationships in education and training	3	3	12	H/505/0053
B	Optional	Understanding and using inclusive teaching and learning approaches in education and training	3	6	24	D/505/0052
C	Optional	Understanding the principles and practices of assessment	3	3	24	D/601/5313

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C	Optional	Understand assessment in education and training	3	3	12	R/505/0050

- Centre may devise alternative assessment tasks after case-by-case discussion with ITC.
- For the other Group B units J/502/9549 and F/502/9548 contact ITC for case-by-case discussion.
- For unit D/601/5313 see additional credentials required of tutors for Learning and Development units [section 4.1 above]

6.2 Assessment Tasks

One assessment task is set from each group

Group A
Assessment task 1 is a written assignment [researched prose] entitled

'Roles, responsibilities and relationships in education and training.'

Advisory content:
A review of own teaching role including professional boundaries, working with other professionals, equality and diversity, safe learning environments, record keeping and legislation.

Group B
Assessment task 2 is a written assignment [researched prose, lesson plan, resources and self/peer/tutor evaluation documents] entitled

'Inclusive Teaching and Learning in Education and Training'

Advisory content:
There are two elements to this assignment.

a) Planning, preparation, delivery and immediate review of an inclusive learning micro-teach session
b) Justification of choices, evaluation of session for effectiveness and suggestions for improving the session next time

Learners must be involved with a least 1 hour of microteaching. Involving a minimum of 15 minutes teaching and for the additional 45 minutes, learners can either deliver additional microteaching sessions or observe the microteaching sessions of other learners.
Note: Centres may ask learners to deliver/observe micro-teach sessions for a maximum of 6-hour to contribute to overall GLH.

Group C
Assessment task 3 is a written assignment [researched prose], depending upon which Group C unit is selected by the Centre it will entitled either:

a) 'Understanding the principles and practices of assessment'.
b) 'Understanding assessment in education and training'.

Advisory content:
Application of assessment principles to assessment tasks in own specialism or teaching programme, e.g. relating content evidence to first aid assessment by first aid trainer/assessor etc.

All assessment criteria must be met when completing the assessment tasks.

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6.3 Internal Assessment

Centres must have verification/moderation systems to ensure all assessment evidence is authentic, reliable, valid and sufficient and standardisation systems to ensure all staff can make consistent and fair assessment decisions.

Assignments are to be marked by any appropriately qualified Centre Internal Assessor following the quality assurance procedures of the Centre, using documents and procedures either provided by ITC or endorsed by the ITC External Moderator.

Assessment results are to be recorded upon ITC document 'MS10' or similar Centre generated document approved by ITC External Verifier.

To assist in collecting authentic, reliable, valid and sufficient evidence ITC has developed and is continually updating evidence recording documents. The updated version will always be available from Support Resources on the Centre Web-Office. Including:

- PT1 Individual Learning Plan Template
- PT2 Tutorial Template
- PT3 Reflective Journal Template
- PT4 Personal Summative Review Template
- PT5 Teaching Observation Template
- PT6 Professional Discussion Record Template
- PT7 Optional Unit Evidence Tracking Template
- PT8 Session Plan Template
- PT9 Micro-teach Observations Template
- MS10: Suggested Marking Evidence Grid for E&T L3

6.4 Internal Quality Assurance

Assignment evidence is to be internally moderated following ITC centrally produced procedures [Appendix document listing of this document] or procedures agreed with ITC External Moderator.

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

- 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

7. Supporting Resources for 'L3 Award in Education and Training' Delivery

7.1 Reading List

Textbooks:

Curzon, L. B. Teaching in Further Education. Continuum International Publishing Group
Francis & Gould. Achieving Your PTLLS Award. SAGE Publications Ltd
Gravells, A. Preparing to Teach in the Lifelong Learning Sector. Learning Matters

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Gravells, A. Principles and Practice of Assessment. Learning Matters
Petty, G. (4th Edn) Teaching Today. Nelson Thornes
Reece & Walker (6th Edn) Teaching Training and Learning: A Practical Guide. Business Education Publishers

LLUK Publications:
Minimum Core - Addressing literacy, language, numeracy and ICT needs in education and training:
Defining the minimum core of teachers' knowledge, understanding and personal skills
Inclusive learning approaches for Literacy, Language, Numeracy and ICT – A Companion document to the minimum core
New overarching standards for teachers, tutors and trainers in the Lifelong Learning Sector

LLUK have archived their website; follow the attached link to view the documents archived
http://webarchive.nationalarchives.gov.uk/20110414152025/http://www.lluk.org/

Websites:
www.nrdc.org.uk
www.excellencegateway.org.uk
https://www.education.gov.uk/publications/standard/publicationdetail
https://www.et-foundaiton.co.uk

8. External Moderation

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 required to administer or deliver the qualification.

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8.2 Visit Details

Centres will be allocated a named External Moderator 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 First.
f) Risk rating will be applied to each Centre and risk managed on a Centre by Centre basis.

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