



# Ascentis Entry 3 Award in Introduction to British Values Specification

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## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

**and**

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA-recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

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# ASCENTIS ENTRY 3 AWARD IN INTRODUCTION TO BRITISH VALUES

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## Introduction

The Ascentis Entry 3 Award in Introduction to British Values is a short, one unit qualification that introduces learners to the 4 principles of British Values.

There are several features of this qualification that make it very appropriate for its target learners

- Assessment and certification can be offered throughout the year, allowing maximum flexibility for centres
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessment is by a multi choice test, offered on screen or paper based. This will normally be taken at the end of the course
- There are online resources that can be used alongside the teaching

## Aims

The aims of the qualification are to enable learners:

- 1 To know the meaning of democracy
- 2 To know the meaning of rule of law
- 3 To know the meaning of individual liberty
- 4 To know the meaning of mutual respect and tolerance

## Target Group

The qualification is aimed at a range of learners, including

- Young people wishing to pick up an award as part of another learning programme
- Young people aged 14 – 19 who are in various learning environments
- Adult learners

## Regulation Codes

**Ofqual Qualification Number: 603/3398/4**

## Award of the Qualification

Learners must complete one unit for the Entry 3 Award in Introduction to British Values

Qualification Name				
Title	Level	Credit Value	TQT	Unit ref
Introducing British Values	Entry 3	2	21	K/617/1337

## Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 20

## Total Qualification Time

The total qualification time for this qualification is 21

## Recommended Prior Knowledge, Attainment and/or Experience

No recommended prior learning or experience is required.

## Age Range of Qualification

This qualification is suitable for young people aged 14-19 and adult learners.

## Opportunities for Progression

The qualification gives the learner an introduction to British Values which can be applied in a wide variety of contexts. Learners may use the qualification as a stand-alone course or as part of a longer vocational or academic programme of study. Learners may also use the qualification as an element of their continuing professional development. Learners may wish to progress onto the Level 1 Understanding British Values which gives learners more opportunities for discussion and debate.

## Resources to Support the Delivery of the Qualification

There are online resources available to download to support this qualification.

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered within 15 working days of the intended test date for paper based assessment and 5 working days for e-assessment.

Registration is via the Ascentis electronic registration portal.

## Re-sits

Learners can re-sit the assessment if they do not achieve a pass but should have sufficient time for additional learning. Re-sits for e-assessment are free of charge, but please refer to the pricing structure for re-sits of the paper based tests.

## Status in England, Wales and Northern Ireland

This qualification is available in England. It is only offered in English. If a centre based overseas (including Scotland and Northern Ireland) would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup>In Northern Ireland it is the CCEA General Conditions of Recognition and Qualifications Wales is the Standard Conditions of Recognition.

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Overview

To gain the Entry 3 Award in Introduction to British Values all learning outcomes and assessment criteria within the unit must be successfully achieved. The full award consists of one unit.

### External Assessment

This qualification is assessed through the completion of an Ascentis devised multiple choice test that is carried out at the completion of the course, available as a paper based test or e-assessment.

The grading of this qualification is pass or did not achieve.

### Conduct of Assessment

The assessment is through a 40-minute test paper or e-assessment consisting of 20 multiple-choice questions.

Full details of candidate, Examinations Officer and invigilator instructions are available from the Resources/ Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

**Note: Dictionaries cannot be used during the assessment.**

### Quality Assurance Arrangements

As part of ongoing quality assurance arrangements, Ascentis will carry out quality visits to recognised centres using a risk based approach. The focus of quality visits will normally be

- Review of resources; both physical and staffing
- Observation of assessment practice
- Staff development, if required

Further details will be provided prior to a visit taking place.

Ascentis reserve the right to carry out inspections of assessments taking place without prior notice.

The delivery of the knowledge required within this qualification should be carried out by qualified teachers or those working towards a teaching qualification. Delivery staff should also have a theoretical understanding of British Values.

### Results

Provisional results are provided immediately after e-assessment. An hour after the e-assessment the e-assessment achievement list report can be run through QuartzWeb

## **Knowledge, Understanding and Skills required of Assessors and Internal Verifiers**

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

## UNIT SPECIFICATIONS

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### Introducing British Values

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit Entry 3**

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Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know the meaning of democracy in relation to British values.	1.1 Identify the meaning of democracy 1.2 State how citizens demonstrate democracy in the United Kingdom 1.3 State how the United Kingdom is governed from local to national level
2 Know the meaning of the 'rule of law' in relation to British values.	2.1 Identify the meaning of the 'rule of law' 2.2 State the reasons for the 'rule of law' 2.3 State how laws are made 2.4 Identify the types of punishment for breaking the law
3 Know the meaning of individual liberty in relation to British values.	3.1 Identify the meaning of individual liberty 3.2 Identify the types of individual liberties
4 Know the meaning of mutual respect and tolerance in relation to British values.	4.1 Identify the meaning of mutual respect and tolerance 4.2 State the key qualities required to demonstrate mutual respect and tolerance to others 4.3 State the attitudes and behaviours which undermine British Values

## 1. Know the meaning of democracy in relation to British values.

### Democracy

#### 1.1 The meaning of democracy-

- The Oxford dictionary defines it as “a state governed under a system of democracy”
- The Cambridge dictionary defines it as “the belief in freedom and equality between people, or a system of government based on this belief, in which power is either held by elected representatives or directly by the people themselves”
- Abraham Lincoln’s (former US President) view is ‘government of the people, by the people and for the people’
- The Greek meaning of democracy translates to “rule of the people”

#### 1.2 How citizens demonstrate democracy in the UK

- Voting in elections e.g. local councillors, Members of Parliament and the Police and Crime Commissioner.
- Joining political parties
- Becoming involved in trade union activity
- Debating
- Petitions
- Undertaking lawful protests
- Valuing views of others

#### 1.3 How the UK is governed from local to national level

The content of this AC will depend on where this qualification is delivered and needs to reflect the locality through to the national level of government.

Local to national government is

- The United Kingdom Parliament
- District councils
- County councils
- Parish councils
- Include the role of councillors (parish, district and county) and directly elected mayors

Include devolved governments and its role at a regional level

- The National Assembly for Wales
- The Scottish Parliament
- The Northern Ireland Assembly

The composition of parliament and its roles

- The Monarch (The Queen)
- The House of Lords
- The House of Commons

The main political parties and how they can form a democratically elected government

- The Conservative Party
- The Labour Party
- The Liberal Democrats
- The Green Party
- United Kingdom Independence Party
- The Scottish National Party
- Plaid Cymru

- Democratic Unionist Party
- Sinn Fein
- Ulster Unionist Party

The criteria for voting in the UK

- 18 years of age or over on polling day
- Are registered as a voter
- Be a British, Irish or qualifying commonwealth citizen
- Be resident at an address in the UK (or a UK citizen living abroad who has been registered to vote in the UK in the last 15 years)
- Not be legally excluded from voting (convicted criminals in prison, members of the house of lords, some European union citizens)

A useful tool for learning about this section is <https://www.bbc.com/education/guides/zwypxfr/revision/1>

## **2. Know the meaning of the 'rule of law' in relation to British values.**

### **2.1 The meaning of the 'rule of law'**

It is difficult to define the 'rule of law' as its principles have evolved over a thousand years, from events in history such as the Magna Carta, King Charles I and the civil war with parliament, the Glorious Revolution and the change from absolute to a constitutional monarchy.

The meaning of the 'rule of law' e.g. a set of rules which are required to be followed by everyone. Everyone is equal under the law. The legal principle that law should govern the nation, as opposed to being governed by arbitrary decisions of individual government officials. The 'rule of law' is meant to prevent dictatorship and to protect the rights of people as no one is above the law and the judiciary is independent from government.

A recent example of the 'rule of law' prevailing is in the case of *R (Miller) v Secretary of State for Exiting the European Union*. The case in the UK Supreme Court ruled that the Government and Prime Minister could not formally withdraw from the European Union without an Act of Parliament. This case highlighted that the Government was not above the law and indeed held to account by the law.

### **2.2 The reasons for the 'rule of law'**

Examples of why there is a need for laws in the United Kingdom e.g.

- To keep public order
- To protect each individual's freedoms
- To set standards
- To provide solutions for legal problems
- To maintain public confidence by providing justice

### **2.3 How laws are made**

- The House of Commons
- The House of Lords
- Consideration of Amendments
- Royal Assent

A useful learning tool is available from <https://www.parliament.uk/education/about-your-parliament/how-laws-are-made/>  
<https://www.parliament.uk/education/teaching-resources-lesson-plans/from-bill-to-law/>

### **2.4 The types of punishment for breaking the law**

#### **The aims of punishment**

- Punish the offender

- Reduce crime
- Reform and rehabilitate offenders
- Protect the public
- Make the offender give something back

Useful information for this is available from <https://www.sentencingcouncil.org.uk/about-sentencing/sentencing-basics/>

### **Different types of punishment**

- Prison
- Suspended sentence
- Fine
- Community order
- Conditional discharge
- Fine
- Electronic tagging
- Curfew

Useful information is available from <http://open.justice.gov.uk/how-it-works/>

Types of sentencing and crimes are confusing. The Ministry of Justice have an excellent interactive website for learners with videos clips that look at different crimes and their sentences. The link is <http://ybtj.justice.gov.uk/>

The Magistrates Association run a community initiative called 'Magistrates in the Community'. Local magistrates will visit your school/college, community group etc. and deliver an event free of charge on the kind of cases they deal with, how magistrates are appointed, how guilt and innocence is decided and how magistrates decide sentence.

The event is engaging for learners and provides a real opportunity to engage the workings of the law. You can request a visit via this link:

<https://www.magistrates-association.org.uk/about-magistrates/magistrates-community>

## **3. Know the meaning of individual liberty in relation to British values.**

### **3.1 The meaning of 'individual liberty'**

The meaning of individual liberty e.g. the freedom to exercise rights outside of Government control. Explore the history from the Universal declaration of Human Rights through to the Human Rights Act 1998

### **3.2 Types of individual liberties**

Examples of current individual liberty that citizens of the United Kingdom enjoy e.g.

- Freedom of speech
- The right to life
- The right to a fair trial
- Freedom of thought, religion and belief
- Right to marry and start a family
- Freedom from slavery and torture

Explore the protections offered by the Human Rights Act 1998.

Despite having individual liberty, a condition is individuals must act within the 'rule of law'.

Useful information for exploring this section is available from <https://www.una.org.uk/get-involved/learn-and-teach/learning-about-human-rights>

Some useful worksheets on human rights can be found at <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-8-what-are-human-rights>

#### **4. Know the meaning of mutual respect and tolerance in relation to British values.**

##### **4.1 The meaning of the terms 'mutual respect' and 'tolerance'**

**Mutual respect** - treating others how you would like to be treated yourself.

**Tolerance** - the ability and willingness to tolerate opinions and behaviours that may differ from one's self.

It is a human right to be able to practice a religion without fear of persecution.

The main faiths in the UK are:

- Christianity
- Judaism
- Buddhism
- Islam
- Hinduism
- Sikhism

Mutual respect and tolerance is important in respecting our human rights and being a good citizen. A good citizen is one who can respect the views of others that may be different from their own and appreciates that others may have different opinions and faiths. A civil society requires harmony and understanding through mutual respect and tolerance.

A useful part of history to review is how Queen Mary I of England persecuted protestants to convert to the catholic faith against their will.

##### **4.2 The key qualities required to demonstrate mutual respect and tolerance to others**

Examples include:

- Respecting others' opinions
- Listening
- Working together inclusively
- Expressing own views
- Openness to different cultures, religions and traditions around the world. Examples include appreciating that in some cultures it is allowed to drink alcohol, attend religious festivals at times different from your own, eating different types of food, wearing different types of clothing.
- Being alert to views which are unlawful and/or unacceptable in an inclusive society
- Reporting any suspicious concerns to others e.g. teachers, the police etc.

##### **4.3 The attitudes and behaviours which undermine British Values**

Examples include

- The active promotion of intolerance to different faiths, cultures and races
- Extremism, terrorism and radicalisation
- The failure of society to challenge any stereotypes e.g. gender, sexual orientation, religion, ethnic origin etc.
- The segregation of girls and boys
- Isolating children from their community
- Having no respect for the 'rule of law'
- Having no respect for the principles of democracy

## Sample Assessment Questions

- 1 Which of the following demonstrates democracy?
  - a) Having a job
  - b) Having a debate**
  - c) Attending college
  - d) Joining a club
  
- 2 Members of the House of Lords are
  - a) democratically elected.
  - b) democratically appointed.
  - c) unelected by members of the public.**
  - d) elected by Members of the House of Commons.
  
- 3 What is the purpose of the law?
  - a) To restrict the lives of people
  - b) To challenge people's decisions
  - c) To maintain public order**
  - d) To raise money for Ministers
  
- 4 Before a bill can start the legislative process, it is usually debated first in
  - a) the House of Commons.**
  - b) the House of Lords.
  - c) Buckingham Palace
  - d) the Welsh Assembly.
  
- 5 Being free from government control to live how we wish to is which British value?
  - a) The rule of law
  - b) Democracy
  - c) Mutual respect
  - d) Individual liberty**
  
- 6 Mutual respect is?
  - a) Treating others as you would like to be treated**
  - b) Treating others well if they share the same religion
  - c) Treating to family members well
  - d) Being polite to police officers

7 Committing a crime undermines which British Value?

- a) Democracy
- b) Mutual respect
- c) Rule of law**
- d) Individual liberty

8 Which of the following is independent of the Government?

- a) The First Minister of Wales
- b) The Prime Minister
- c) Secretary of State for Justice
- d) Magistrates and Judges**