



Ascentis Level 1 Award in Understanding British Values Specification

Ofqual Number:	603/0130/2
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ABOUT ASCENTIS

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)

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.

ASCENTIS CONTACT DETAILS

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LEVEL 1 AWARD IN UNDERSTANDING BRITISH VALUES

Introduction

This one-unit qualification introduces the learner to the 4 main principles of British Values. It is a flexible unit which enables centres to contextualise the values in a variety of areas.

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
- Qualification is offered as a single unit of 10 guided learning hours
- Can be delivered either as a classroom-based course or as a blended learning programme
- There are online resources that can be used alongside the teaching

Aims

The aims of the qualification are to enable learners:

- 1 To gain understanding of democracy
- 2 To gain understanding of the rule of law
- 3 To understand individual liberty
- 4 To understand mutual respect and tolerance

Target Group

This qualification is aimed at a range of learners who are interested in developing knowledge and understanding of British Values.

Ofqual Qualification Number: 603/0130/2

Award of the Qualification

Learners must complete one unit for the Award in Understanding British Values at Level 1.

Ascentis Level 1 Award in Understanding British Values				
Title	Level	Credit Value	TQT	Unit ref
Understanding British Values	Level 1	1	10	M/615/0490

Recommended Guided Learning Hours

The recommended guided learning hours for this qualification is 10 GLH.

Total Qualification Time

The total qualification time for this qualification is 10 hours.

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.

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.

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.

Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) 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 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*¹. 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 or through contacting the Ascentis office.

¹ The Scottish Qualifications Authority (SQA) has developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation's Regulatory Principles (2014).

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The unit is internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria. Centres can use the assessment booklet developed by Ascentis and available to download from QuartzWeb which covers all the assessment criteria. The evidence will be internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for the Award, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

Internal Assessment

Evidence is through building up a portfolio of evidence which can be done by using the assessment booklet developed by Ascentis to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one criterion, which is acceptable as long as there is clear reference to this on the tracking sheet. An example of a tracking sheet is found in Appendix 2.

Verification

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Training for this role is available through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

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

Understanding British Values

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: 1

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
<p>1 Understand the meaning of democracy in relation to British values.</p>	1.1 Outline the meaning of the term 'democracy'
	1.2 Outline examples of people who have demonstrated democracy
	1.3 Identify Governments and/or organisations in the United Kingdom which are examples of democracy
	1.4 Identify how people within the United Kingdom can participate in democracy
<p>2 Understand the meaning of the rule of law in relation to British values.</p>	2.1 Outline the meaning of the term 'rule of law'
	2.2 Identify why there is a need to have a rule of law in the United Kingdom
	2.3 Identify a law of personal interest and outline its purpose
	2.4 Outline the different types of punishments in the courts for not complying with the rule of law
	2.5 Outline the purposes of criminal and civil law
<p>3 Understand the meaning of individual liberty in relation to British values.</p>	3.1 Outline the meaning of the term 'individual liberty'
	3.2 List examples of current individual liberties that citizens of the United Kingdom enjoy
<p>4 Understand the meaning of mutual respect and tolerance in relation to British values.</p>	4.1 Outline the meaning of the terms 'mutual respect and tolerance'
	4.2 Identify the key qualities required for practising mutual respect and tolerance
	4.3 Outline examples of attitudes and behaviours which have a negative impact upon mutual respect and tolerance
	4.4 Outline the meaning of the following terms <ul style="list-style-type: none"> ▪ Terrorism ▪ Radicalisation ▪ Extremism
	4.5 Outline the impact on others of the following terms <ul style="list-style-type: none"> ▪ Terrorism ▪ Radicalisation ▪ Extremism

Indicative Content

Democracy

1.1 The different meanings of 'democracy' e.g. it is derived from two Greek words which mean 'demos (people)' and 'kratia' (rule of or by) or Abraham Lincoln's view of 'government of the people, by the people and for the people'.

1.2 The people who upheld the principles of democracy and what they did e.g. Mahatma Gandhi campaigned for India to be given the right to self-govern and to gain freedom from the British Empire.

Other notable people include:

- Mikhail Gorbachev (President of the Soviet Union)
- Martin Luther King (American Civil rights leader)
- Thomas Jefferson (American President)
- William Wilberforce (British politician and campaigner to end the slave trade)
- Emmeline Pankhurst (British campaigner for women's right to vote)
- Nelson Mandela (South African Anti-apartheid leader)
- Aung San Suu Kyi (Burmese campaigner for democracy and civil rights)

1.3 The Governments and organisations which are examples of democracy e.g.

- The United Kingdom Parliament
- The National Assembly for Wales
- The Scottish Parliament
- The Northern Ireland Assembly
- District and borough councils
- County councils
- Parish councils
- The Office of Police and Crime Commissioner

Examples can also be given of others who do not follow the principles of democracy. e.g.

- King Henry VIII
- Napoleon Bonaparte
- Adolf Hitler
- Kim Jong-un

1.4 The different ways that an individual can participate in the democratic process e.g.

- Voting in elections
- Joining political parties
- Joining trade unions
- Debating
- Signing petitions
- Taking part in lawful protests
- Valuing views of others

The rule of law

2.1 The meaning of the 'rule of law' e.g. a set of rules which are required to be followed. 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.

2.2 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

2.3 Laws and their purpose.

Examples of laws could include:

- Health and Safety at Work Act 1974
- Equality Act 2010
- Broadcasting Act 1990
- Counter-Terrorism and Security Act 2015
- The Human Rights Act 1998

2.4 The different types of punishments e.g.

- Prison
- Suspended sentence
- Community order
- Conditional discharge
- Financial penalty
- Electronic tagging
- Curfew

2.5 The purposes of criminal and civil law

Criminal law –

- its purpose is to prevent undesirable behaviour and punish those who commit an act deemed undesirable by society
- types of courts which hear cases (Crown Court and Magistrates Court)
- how cases are conducted e.g. Judge and Jury or Magistrates
- types of sentencing powers available to both the Crown and the Magistrates courts
- the standard of proof required to determine if a person is guilty or not guilty (beyond reasonable doubt)
- types of cases which are heard in these courts (e.g. murder, rape, manslaughter, assault, burglary, careless driving etc.)

Civil law-

- its purpose – allows for resolution of disagreements, disputes and breaches of contract, including family and business problems, as well as damages and debts
- types of courts which hear cases (County Court and High Court)
- how cases are conducted e.g. Judge and the standard of proof required (on the balance of probabilities)
- types of cases which are usually heard in these courts (e.g. breach of contracts, outstanding monies, family cases etc.)

Individual liberty

3.1 The meaning of 'individual liberty' e.g. the freedom to exercise rights outside of Government control.

3.2 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
- The right to marry and start a family
- Freedom from slavery and torture

Explore the protections offered by the Human Rights Act 1998.

Mutual respect and tolerance

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 toleration of different opinions which may differ from one's own.

Examples to explore this topic may include debates or Prime Minister's Questions in Parliament.

4.2 The key qualities required for practising mutual respect and tolerance e.g.

- Respecting others opinions
- Listening
- Working together inclusively
- Expressing own views
- Openness to different cultures, religions and traditions around the world
- 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 Attitudes and behaviours which have a negative impact upon mutual respect and tolerance e.g.

- 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

4.4 The meaning of terrorism, radicalisation and extremism on others:

Terrorism - the unlawful use of violence and intimidation in the pursuit of a purpose.

Radicalisation - the process which is adopted by an individual or a group to actively engage with others (and recruit others) to adopt extreme political, social and religious ideals and aims.

Extremism - the holding of views and opinions which are seen by society to be unreasonable and unacceptable.

4.5 The impact on others of terrorism, radicalisation and extremism in the world.

The methods that groups use to inflict terrorism; to impart their extremist views and achieve their aims through radicalising others to support their cause.

APPENDIX 1

Summary Record of Achievement
 Level 1 Award in Understanding British Values

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding British Values	Level 1	1			

Learner Name _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

External Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet Understanding British Values

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Outline the meaning of the term 'democracy'				
1.2 Outline examples of people who have demonstrated democracy				
1.3 Identify Governments and/or organisations in the United Kingdom which are examples of democracy				
1.4 Identify how people within the United Kingdom can participate in democracy				
2.1 Outline the meaning of the term 'rule of law'				
2.2 Identify why there is a need to have a rule of law in the United Kingdom				
2.3 Identify a law of personal interest and outline its purpose				
2.4 Outline the different types of punishments in the courts for not complying with the rule of law				
2.5 Outline the purposes of criminal and civil law				
3.1 Outline the meaning of the term 'individual liberty'				
3.2 List examples of current individual liberties that citizens of the United Kingdom enjoy				
4.1 Outline the meaning of the terms 'mutual respect and tolerance'				
4.2 Identify the key qualities required for practising mutual respect and tolerance				
4.3 Outline examples of attitudes and behaviours which have a negative impact upon mutual respect and tolerance				
4.4 Outline the meaning of the following terms <ul style="list-style-type: none"> ▪ Terrorism ▪ Radicalisation ▪ Extremism 				
4.5 Outline the impact on others of the following terms <ul style="list-style-type: none"> ▪ Terrorism ▪ Radicalisation ▪ Extremism 				

The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

External Verifier (if sampled) _____ Date _____