



Ascentis Entry 3 Award in Induction to a Learning Environment Specification

Ofqual Number: 603/4943/8

Ofqual Start Date: 01/09/2019

Ofqual Review Date: 31/07/2027

Ofqual Certification Review Date: 31/07/2028

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. OCNW grew throughout this period 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 progression 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

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel: 01524 845046
www.ascentis.co.uk

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

TABLE OF CONTENTS

ASCENTIS ENTRY 3 AWARD IN INDUCTION TO A LEARNING ENVIRONMENT

Introduction	4
Aims	4
Target Group	4
Regulation Codes	4
Award of the Qualification	5
Guided Learning Hours (GLH) Total Qualification Time (TQT)	5
Recommended Prior Knowledge, Attainment and/or Experience	5
Age Range of Qualification	5
Opportunities for Progression	5
Resources to Support the Delivery of the Qualification	5
Centre Recognition	5
Qualification Approval	5
Registration	5
Status in England, Wales and Northern Ireland	6
Reasonable Adjustments and Special Considerations	6
Enquiries and Appeals Procedure	6

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment	7
Internal Assessment	7
Verification	7
Internal Verification	7
External Verification	8
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	8

UNIT SPECIFICATIONS

Induction to a Learning Environment	9
Appendix 1: Summary Record of Achievement	12
Appendix 2: Tracking Sheet	13

ASCENTIS ENTRY 3 AWARD IN INDUCTION TO A LEARNING ENVIRONMENT

Introduction

The Ascentis Entry 3 Award in Induction to a Learning Environment is designed to provide learners with the essential information and skills needed when starting in a learning environment.

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
- The qualification is offered as a single unit of 10 guided learning hours
- It can be delivered either as a classroom-based course or as a blended learning programme
- There is a learner workbook that covers all the assessment criteria
- There are tutor resources to help deliver the qualification

Aims

The aims of the qualification are to enable learners to:

- 1 Gain understanding of health and safety in a learning environment
- 2 Know who will support them through learning
- 3 Gain understanding of own responsibilities
- 4 Understand how to study and learn

Target Group

This qualification is aimed at learners starting their learning journey.

Regulation Codes

Ofqual Qualification Number:

Ascentis Entry 3 Award in Induction to a Learning Environment – 603/4943/8

Award of the Qualification

Learners must complete one unit for the Ascentis Entry 3 Award in Induction to a Learning Environment.

Ascentis Entry 3 Award in Induction to a Learning Environment				
Title	Level	Credit Value	TQT	Unit Reference
Induction to a Learning Environment	Entry 3	2	20	K/617/7266

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 20.

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 induction to a learning environment 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

A tutor PowerPoint and learner assessments are available, which can be downloaded from the Ascentis electronic portal.

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. It is only offered in English. If you wish to deliver them in any other nation, please contact development@ascentis.co.uk.

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 login 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*. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

The unit is internally assessed through a portfolio of evidence built up by the learner that covers the relevant assessment criteria. Centres can use the assessment booklet developed by Ascentis (available to download from the Ascentis electronic portal), 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 four weeks afterwards should any appeal be made.

Internal Assessment

Evidence is through a portfolio of evidence, which can be built up 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 at 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; and 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.

Ascentis offer free refresher training in support of this role 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 login 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 centre's 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 and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence; by talking to learners; and by 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 the Ascentis electronic portal or the Ascentis website.

UNIT SPECIFICATIONS

Induction to a Learning Environment K/617/7266

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 3

Learning Outcomes	Assessment Criteria
The learner will be able to:	The learner can:
1 Know the college and staff for own requirements whilst on chosen course	1.1 State health and safety hazards of own course
	1.2 Outline what should be done in a fire evacuation
	1.3 State how to get to work places and emergency exits/meeting points
	1.4 State the names of own course tutor and other lecturers
2 Know appropriate behaviour in a good learning environment	2.1 State own responsibilities during the working day
	2.2 State behaviours for positive working with others
3 Know how to plan to complete an assignment	3.1 State how to plan to complete an assignment

Indicative Content
State health and safety risks Health and Safety at Work Act 1974 (HASAWA): everyone has responsibilities to keep themselves and others safe – employers, employees, users, visitors, students Risks and ways to decrease risks: ▪ slips, trips and falls ▪ safety and maintenance of tools, equipment, machinery and vehicles ▪ provision of personal protective and safety equipment (PPE) ▪ information about hazards ▪ first aid kit, first aider ▪ electricity ▪ fire ▪ stress ▪ lighting ▪ follow health and safety procedures ▪ no tampering ▪ correct use of equipment, adequate training and supervision Course-specific may include, for example: ▪ Control of Substances Hazardous to Health (COSHH) ▪ manual handling ▪ gas ▪ water ▪ electricity ▪ animals A hazard is something that might cause harm Importance of following health and safety guidelines Health and safety signs come in four colours: red, blue, green and yellow. The colour is significant: ▪ Red – things you must not do ▪ Blue – things you must do ▪ Yellow – warning of danger ▪ Green – safe conditions

Fire:

Fire triangle – fuel, heat, oxygen

Fuel could be:

- gas
- paper
- rubbish
- chemicals, e.g. paints
- plastics
- wood

Heat or ignition could be:

- matches and lighters
- electrical sparks
- heaters and cookers
- overheated machinery

Oxygen is in the air all around us

Identify possible sources of fuel and heat or ignition and keep them apart

Fire evacuation

- identification of areas with high risk of fire
- location of fire extinguishers
- clear passageways to all escape routes – short and direct
- location of emergency exits, routes and meeting point
- fire doors

If you discover a fire:

- do not panic; call an alarm
- if possible, call the fire brigade
- leave the building by the nearest emergency exit
- do not stop to collect personal belongings
- do not return to the building until authorised to do so
- report to your meeting point as soon as possible
- do not use the lift; use the stairs

Location of work places and emergency exits

- classrooms: teaching rooms, lecture theatres
- workrooms: workshops; laboratories; salons; shops; restaurants; glasshouses; animal centres
- support and welfare services: library; resources centre; IT facilities; eating facilities; toilets; exits
- emergency exits

Names of your course tutor and other lecturers

- surname or first name, sufficient for other staff members to identify the specific member of staff

Own responsibilities during the working day

- time management: be on time and in correct place; hand in work on time
- respect (for self and others); attitude; importance of asking for help
- appropriate clothes – PPE, shoes, jewellery and accessories, hair
- correct tools and equipment
- sustenance; money

Positive working with others

- the necessity for working together
- importance of goals and objectives

- importance of planning and organisation
- identify the tasks
- own responsibilities
- others' responsibilities
- timescales
- working safety
- contributing
- listening skills
- checking progress
- asking for help
- offering support
- constructive feedback
- communication skills:
- be able to explain your ideas clearly
- listen actively
- take turns to speak
- ask appropriate questions
- express feelings in a controlled way
- be aware of non-verbal communication (e.g. body language)

Planning to complete an assignment

- confirm own understanding of task – what is the task?
- deadline
- location of carrying out tasks
- resources and equipment, raw materials, consumables, arrange access to IT and internet
- how you will present the information/task
- support
- working safely
- follow the plan
- keep records/evidence
- use of images, diagrams, charts, graphs
- submit the assignment on time. When? Where? What format?
- celebrate!
- seek feedback, reflect and plan to get better

APPENDIX 1

Summary Record of Achievement

Entry 3 Award in Induction to a Learning Environment

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)
Induction to a Learning Environment	Entry 3	2			

Learner Name _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

External Verifier Signature (if sampled) _____

APPENDIX 2

Tracking Sheet Induction to a Learning Environment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 State health and safety hazards of own course				
1.2 Outline what should be done in a fire evacuation				
1.3 State how to get to work places and emergency exits/meeting points				
1.4 State the names of own course tutor and other lecturers				
2.1 State own responsibilities during the working day				
2.2 State behaviours for positive working with others				
3.1 State how to plan to complete an assignment				

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 _____