Ascentis Level 1 Award in Managing Transitions

Specification

Ofqual Number:	**601/5582/6**
Ofqual Start Date:	01/02/2015
Ofqual Review Date:	31/07/2027
Ofqual Certification Review Date:	31/07/2028

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Version and Date	Change Detail	Section
October 2026 v2	Learner Declaration of Authenticity added	Tracking Sheets

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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ASCENTIS LEVEL 1 AWARD IN MANAGING TRANSITIONS

Introduction

This qualification was developed to recognise the transition between different environments, such as moving between prisons or from schools to colleges.

Aims

The aims of the qualification are to enable learners:

1 to adapt to new environments
2 to cope with change
3 to develop themselves

Target Group

This qualification is designed for anyone making a transition to a new environment.

Ofqual Qualification Number: **601/5582/6**

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Rules of Combination

601/5582/6 Ascentis Level 1 Award in Managing Transitions				
Learners must achieve a total of 6 credits				
Unit Group M (Mandatory): Learners must achieve a total of 6 credits from the 4 units in this group				
Title	Level	Credit Value	GLH	Unit reference
Coping With Change	Level 1	1	9	F/506/9869
Personal Development and Self-Improvement	Level 1	1	9	J/506/9873
Adapting to a New Setting	Level 1	3	27	T/506/9867
Interacting with Others	Level 1	1	9	T/506/9870

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for the Level 1 Award in Managing Transitions is 54.

Total Qualification Time (TQT)

The total qualification time for the Level 1 Award in Managing Transitions is 60.

Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

This qualification is suitable for learners aged 14+, 16-18, 19+

Opportunities for Progression

The qualification will give you the confidence to operate independently and effectively in life, learning and work. Although it won't give you the vocational skills to do a specific job role, it will mean that you have the skillset to manage transitions to a wide range of new environments including employment or further learning.

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.

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Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, refer to the latest version of the product catalogue.

Status in England, Wales and Northern Ireland

This qualification is available in England and Northern Ireland. They are 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 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.

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

Please note: Ascentis is not responsible for the content of third-party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

[1] The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

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ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the award/certificate/diploma, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. 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 in case any appeal is made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence 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.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Audio recordings
- Self-Assessments
- Workbook activities
- Multiple choice tests.

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 unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

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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.

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 Quality Assurers 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 the Ascentis electronic portal or the Ascentis website.

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UNIT SPECIFICATIONS

Unit Title: Coping With Change
Unit Reference Number: F/506/9869

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know different types of change.	1.1. Describe what is meant by planned change.
	1.2. Describe what is meant by unplanned change.
2. Understand the impact of change.	2.1. Give examples of recent changes in own life.
	2.2. Describe the effect recent changes have had on own life: a) in a negative way b) in a positive way.
3. Know ways of coping with change.	3.1. Identify and explain ways to cope with change.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Personal Development and Self-Improvement
Unit Reference Number: J/506/9873

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know own strengths and weaknesses.	1.1. Describe own: a) strengths b) weaknesses.
2. Be able to set short-term goals for self-improvement.	2.1. Identify and describe own short-term goals for self-improvement.
	2.2. Produce a simple action plan to achieve short-term goals.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Adapting to a New Setting
Unit Reference Number: T/506/9867

Credit Value of Unit: 3 **GLH of Unit:** 27 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to locate facilities in new setting.	1.1. Describe facilities in new setting.
	1.2. Locate the facilities.
2. Know members of staff and their roles.	2.1. Identify key members of staff and their roles.
	2.2. State the arrangements for contacting these people.
3. Understand own rights and responsibilities whilst in the new setting.	3.1. Outline own rights and responsibilities in the new setting.
	3.2. Explain why these rights and responsibilities are important.
4. Understand differences between the new setting and a previous environment.	4.1. Outline differences between the new setting and a previous environment.
	4.2. State what is preferred about the new setting.
5. Know key Health and Safety procedures.	5.1. Outline key Health and Safety procedures.
	5.2. Explain fire evacuation procedures and own role in carrying them out.

Assessment Method

N/A

Equivalences

N/A

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Unit Title: Interacting with Others
Unit Reference Number: T/506/9870

Credit Value of Unit: 1 **GLH of Unit:** 9 **Level of Unit:** 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know why it is important to get on well with other people.	1.1. Explain why it is important to get on well with other people.
2. Be able to interact successfully with others.	2.1. Use appropriate tone and language when communicating with others.
	2.2. Work with others to achieve a common goal.
	2.3. Seek and accept help, guidance and feedback.

Assessment Method

N/A

Equivalences

N/A

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Summary Record of Achievement
601/5582/6 Ascentis Level 1 Award in Managing Transitions

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Coping With Change	Level 1	1			
Personal Development and Self-Improvement	Level 1	1			
Adapting to a New Setting	Level 1	3			
Interacting with Others	Level 1	1			

Learner Name _____

Minimum Credit Value of Qualification 6

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

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Tracking Sheet
F/506/9869
Coping With Change

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe what is meant by planned change.				
1.2. Describe what is meant by unplanned change.				
2.1 Give examples of recent changes in own life.				
2.2. Describe the effect recent changes have had on own life:				
a) in a negative way				
b) in a positive way.				
3.1 Identify and explain ways to cope with change.				

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature_____ **Date** _____

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

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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Tracking Sheet
J/506/9873
Personal Development and Self-Improvement

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe own:				
a) strengths				
b) weaknesses.				
2.1 Identify and describe own short-term goals for self-improvement.				
2.2. Produce a simple action plan to achieve short-term goals.				

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Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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Tracking Sheet
T/506/9867
Adapting to a New Setting

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Describe facilities in new setting.				
1.2. Locate the facilities.				
2.1 Identify key members of staff and their roles.				
2.2. State the arrangements for contacting these people.				
3.1 Outline own rights and responsibilities in the new setting.				
3.2. Explain why these rights and responsibilities are important.				
4.1 Outline differences between the new setting and a previous environment.				
4.2. State what is preferred about the new setting.				
5.1 Outline key Health and Safety procedures.				
5.2. Explain fire evacuation procedures and own role in carrying them out.				

Learner Declaration of Authenticity

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- I have not copied another person's work or presented someone else's work as my own;
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Learner Signature_____ **Date** _____

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

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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Tracking Sheet
T/506/9870
Interacting with Others

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain why it is important to get on well with other people.				
2.1 Use appropriate tone and language when communicating with others.				
2.2. Work with others to achieve a common goal.				
2.3. Seek and accept help, guidance and feedback.				

Learner Declaration of Authenticity

I confirm that:

- the work I have submitted is my own;
- I have not copied another person's work or presented someone else's work as my own;
- I have said where I have used information, ideas or content from other sources, including AI tools, where required;
- I understand that if the work is not my own, this may be treated as malpractice and could affect my assessment result.

By signing below, I confirm that I understand and agree with this declaration.

Learner Signature_____ **Date** _____

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

Assessor Signature_____ **Date** _____

Internal Verifier (if sampled)_____ **Date** _____

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