



- Apprenticeships
- Digital
- Employability & Enterprise
- English & Maths
- ESOL
- Personal & Social Development**
- Professional Development
- Vocational



British Values (Entry 3 – Level 4)

learning your way

This qualification specification covers the following qualification:

Qualification Number	Qualification Title
603/2903/8 (Ofqual) C00/1227/7(Qualification Wales)	Gateway Qualifications Entry Level Award in British Values (Entry 3)
603/1994/X (Ofqual) C00/1206/8 (Qualification Wales)	Gateway Qualifications Level 1 Award in British Values

Version and date	Change detail	Section/Page Reference
1.5 (Feb 2021)	Addition of funding and qualification information in relation to Welsh learners	Pg7 and 8
1.6 (Oct 2021)	Guidance for Pre 16 age range.	Page 10
1.7 (Nov 2022)	Removed address and changed back cover. Funding section updated	Page 21 Page 8

About this qualification specification

This qualification specification is intended for tutors, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: <https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/>

Contents

About this qualification specification.....	4
1. Qualification Information	7
1.1. About the qualification	7
1.2. Objective	7
1.3. Key facts	7
1.4. Achievement methodology	8
1.5. Geographical coverage.....	8
1.6. Progression opportunities	8
1.7. Funding	8
1.8. Equality, diversity and inclusion	9
2. Learner Entry Requirements	10
2.1. Age	10
2.2. Prior qualifications	10
2.3. Prior skills/knowledge/understanding	10
2.4. Restrictions	10
2.5. Access to qualifications for learners with disabilities or specific needs	10
2.6. Additional requirements/guidance	12
2.7. Recruiting learners with integrity.....	12
3. Achieving the Qualification.....	13
3.1. Qualification structure (rules of combination and unit list)	13
Gateway Qualifications Entry Level Award in British Values (Entry 3).....	13
Gateway Qualifications Level 1 Award in British Values.....	13
3.2. Recognition of prior learning.....	14
3.3. Links to other qualifications	14
4. Quality Assurance, Delivery and Assessment	15
4.1. Method of assessment.....	15
4.2. Assessment language	15
4.3. Qualification-specific centre requirements.....	15
4.4. Qualification-specific tutor requirements.....	15
4.5. Qualification-specific quality assurance requirements	16
4.6. Suggested resources.....	16
4.7. Learner registration and assessment booking.....	17
4.8. Assessment guidance.....	17
4.9. Time limit	17
4.10. Assessment taking.....	18
4.11. Supervision arrangements.....	18

4.12. Assessment conditions	18
4.13. Re-sitting an assessment	20
Please see Section 4.7 Learner registration and assessment booking.	20
4.14. Marking and results	20
4.15. Additional requirements/guidance	20
5. What to do Next	21
6. Gateway Qualifications	21
7. Appendices	22
7.1. Appendix 1 – Unit Details – Entry 3	22
Fundamental British Values	22
7.2 Appendix 2 – Unit Details – Level 1	28
Fundamental British Values	28

1. Qualification Information

1.1. About the qualifications

These qualifications are regulated by Ofqual (the Office of Qualifications and Examinations Regulation) that regulates qualifications, examinations and assessments in England and Qualifications Wales who is the regulator of non-degree qualifications for Wales.

The qualifications are a short introduction for learners of all abilities to develop understanding of British Values. The qualifications are assessed via an online assessment. Learners come from a variety of backgrounds and cultures, and many British-born learners do not fully understand what is meant by British Values. These qualifications break down these complex concepts, using straightforward language and accessible (often scenario-based) questions to assess learners' understanding.

For centres in England it can demonstrate to Ofsted that all students have a good grounding in British Values and also supports the purposes of the curriculum for Wales which was introduced in 2022 in schools, specifically in developing ethical, informed citizens who and are ready to be citizens of Wales and the world, and the goals of the Well-being of Future Generations (Wales) Act 2015.

1.2. Objective

The qualifications provide a basic introduction to the core concepts associated with British values, extremism, radicalisation and the basic principles of keeping safe from the risk of radicalisation including online.

1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Entry Level Award in British Values (Entry 3)	20	20	2
Gateway Qualifications Level 1 Award in British Values	20	10	2

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- an estimate of the number of hours a learner will reasonably spend in preparation, study or any other form of participation in education or training, including assessment, which is not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

1.4. Achievement methodology

The qualifications will be awarded to learners who successfully achieve the single mandatory unit via an online multiple-choice examination.

1.5. Geographical coverage

These qualifications have been approved by Ofqual to be offered in England and by Qualification Wales in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer the qualifications, they should make an enquiry to Gateway Qualifications.

1.6. Progression opportunities

The knowledge and understanding developed through undertaking the programme of learning should support further study.

1.7. Funding

For information on potential sources of funding in England please visit the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<https://www.gov.uk/government/collections/qualifications-approved-for-public-funding>

<https://hub.fasst.org.uk/Pages/default.aspx>

For information regarding potential sources of funding in Wales please visit Qualification Wales:

<https://www.qualificationswales.org/>

Current funding information for Wales is available on [Qualifications in Wales \(QiW\)](#)

1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular, it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is acknowledged that this is not an exhaustive list.

2. Learner Entry Requirements

2.1. Age

These qualifications have been approved for learners aged pre-16, 16-18 and 19+.

Whilst some of our qualifications are regulated for pre 16 learners our minimum age is 14.

2.2. Prior qualifications

There is no requirement for learners to have achieved prior qualifications or units in the particular sector prior to undertaking these qualifications.

2.3. Prior skills/knowledge/understanding

There is no requirement for learners to have prior skills, knowledge or understanding of the topics covered in the qualification.

2.4. Restrictions

There are no restrictions to entry.

2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications understands its requirement as an awarding organisation to make reasonable adjustments where a learner, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled.

Gateway Qualifications has identified reasonable adjustments permissible for the British Values online assessment as detailed below. A reasonable adjustment is unique to an individual and therefore may not be included in the list of available access arrangements.

Centres do not need to apply to Gateway Qualifications for approval of reasonable adjustments unless adaptation of online assessment material is required. All reasonable adjustments made by the centre must be recorded on the Gateway Qualifications' Reasonable Adjustments Form and should be made available to Gateway Qualifications upon request.

Additional time up to 30 minutes and formatting changes can be made directly within the Surpass system by the centre without formal approval by Gateway Qualifications. Further

guidance is available on the Gateway Qualifications website: [Surpass administrator and invigilator guidance for centres](#). For any other adjustments centres will need to apply to Gateway Qualifications. Guidance on this process can be found on the Forms and Guidance page of Gateway Qualifications' website.

Requests for special consideration should be submitted as soon as possible after the assessment and no later than 5 working days after the assessment. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#) for circumstances where requests for special consideration may be accepted after the results of assessment have been released.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials
- adaptation of the physical environment for access purposes
- adaptation to equipment
- assessment material in an enlarged format or Braille
- assessment material in different colour format or in audio format
- British Sign Language (BSL)
- changing or adapting the assessment method
- changing usual assessment arrangements
- extra time
- language modified assessment material
- practical assistant
- prompter
- providing assistance during assessment
- reader
- scribe
- transcript
- use of assistive software
- using assistive technology
- use of CCTV, coloured overlays, low vision aids
- use of a different assessment location
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

Special Considerations

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

2.6. Additional requirements/guidance

There are no additional rules or guidance regarding learner entry requirements.

2.7. Recruiting learners with integrity

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification and that the qualification will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualifications.

3. Achieving the Qualification

3.1. Qualification structure (rules of combination and unit list)

The knowledge that will be assessed as part of the qualification is set out within the unit specification. These include the learning outcomes, associated assessment criteria and indicative content.

Gateway Qualifications Entry Level Award in British Values (Entry 3)

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
L/616/8379	Fundamental British Values	Entry 3	20	2

Gateway Qualifications Level 1 Award in British Values

Learners must achieve the single mandatory unit.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
K/615/8720	Fundamental British Values	1	10	2

3.2. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

The process of Recognition for Prior Learning is not applicable to these qualifications.

3.3. Links to other qualifications

There are no direct links to other qualifications.

4. Quality Assurance, Delivery and Assessment

4.1. Method of assessment

The method of assessment for the qualification is through an externally set and marked online multiple-choice test.

When we set up a centre in Surpass we will also set up two generic users; Admin and Invigilator. If your centre requires more users please inform us by emailing the Customer Excellence team.

The overall grading type is Pass/Fail.

4.2. Assessment language

These qualifications are assessed in English only.

4.3. Qualification-specific centre requirements

Centres must provide sufficient devices for candidates to undertake the online test. Centres must also ensure that hardware and systems meet the minimum requirements for the delivery of this online test, details of which are available on the Gateway Qualifications website:

<https://www.gatewayqualifications.org.uk/advice-guidance/help-admin-tasks/external-assessment/online-assessment-system-and-hardware-requirements/>

Please note that the online assessment platform does not support tablet/mobile devices.

Centres will be subject to external monitoring to ensure compliance to centre recognition terms and conditions.

4.4. Qualification-specific tutor requirements

The centre must provide staff with an appropriate induction and professional development opportunities (including a development plan) to ensure staff can maintain their expertise and competence for the delivery of the qualification. The centre must ensure that staff involved with a qualification fully understand the relevant qualification specification provided by Gateway Qualifications and comply with its provisions.


Guidance on staffing requirements can be found in the Centre Handbook:
<https://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/centre-handbook/quality-compliance/>

4.5. Qualification-specific quality assurance requirements

There are no additional internal/external quality assurance requirements for these qualifications.

The qualifications will be subject to external quality assurance visits to check centre and qualification compliance in line with the centre recognition terms and conditions and qualification requirements.

4.6. Suggested resources

- BBC Bitesize Modern Studies - Democracy in the UK: www.bbc.co.uk/education
- 
- Office for National Statistics: www.ons.gov.uk
- Website on ethnicity facts and figures: <https://www.ethnicity-facts-figures.service.gov.uk>
- A straightforward explanation on who can vote: <https://www.electoralcommission.org.uk/i-am-a/voter/which-elections-can-i-vote>
- NSPCC: www.nspcc.org.uk/share-aware
- National Crime agency (CEOP): www.thinkuknow.co.uk
- Counter terrorism: <https://act.campaign.gov.uk> and <http://educateagainsthate.com/teachers/>
- An approachable booklet on Human Rights: www.equalityhumanrights.com/sites/default/files/human-rights-act-learning-disabilities.pdf
- Report from the Prime Minister's Task Force on Tackling Radicalisation and Extremism: Tackling extremism in the UK, HMG, December 2013: www.gov.uk/government/publications/tackling-extremism-in-the-uk-report-by-the-extremism-taskforce
- Updated definition of extremism following the October 7 2023 terrorist attacks in Israel: <https://www.gov.uk/government/publications/new-definition-of-extremism-2024/new-definition-of-extremism-2024>
- Government's counter terrorism strategy, CONTEST: www.gov.uk/government/collections/contest
- Prevent Strategy: www.gov.uk/government/publications/prevent-strategy-2011
- Prevent Duty Guidance, updated in 2023: <https://www.gov.uk/government/publications/prevent-duty-guidance>
- Channel programme guidance: www.gov.uk/government/publications/channel-guidance
- Radicalisation Research: www.radicalisationresearch.org
- Home Affairs Committee - Nineteenth Report, Roots of violent radicalisation, February 2012: www.publications.parliament.uk/pa/cm201012/cmselect/cmhaff/1446/144602.htm
- [Guidance for those concerned about someone potentially being radicalized:](http://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised)
- <https://www.gov.uk/guidance/get-help-if-youre-worried-about-someone-being-radicalised>
- Office of the United Nations High Commissioner for Human Rights Universal Declaration of Human Rights: www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx

- The European Convention on Human Rights (ECHR): www.echr.coe.int/Documents/Convention_ENG.pdf
- The Human Rights Act 1998: www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act
- Working together to safeguard children (2023), Statutory guidance on inter-agency working to safeguard and promote the welfare of children: www.gov.uk/government/publications/working-together-to-safeguard-children--2
- Guide to inter-agency working to safeguard and promote the welfare of children: www.workingtogetheronline.co.uk/
- Advice about tackling radicalisation within the family from Families Against Stress and Trauma at: <https://www.familiesmatteruk.org/familiesmatter.org.uk/index.html>
- Support for staff in schools who have a duty under the Prevent strategy: <https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation>
- To report suspected online terrorist content please follow: www.gov.uk/report-terrorism
- UK Safer Internet Centre: <https://www.saferinternet.org.uk/>
- Guide to the new Online Safety bill: <https://www.gov.uk/guidance/a-guide-to-the-online-safety-bill>
- Resources: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
http://www.bbc.co.uk/religion/religions/christianity/beliefs/basics_1.shtml
<https://www.tolerance.org>

4.7. Learner registration and assessment booking

Learners should be registered via the Quartzweb online portal. For all externally assessed qualifications, a second step of assessment scheduling (booking) must also be carried out.

For the British Values qualifications, an assessment window is permitted. The dates between which the candidates will sit must be entered. This window should be as small as practicable (for example, we would suggest no longer than one month).

Applications for reasonable adjustments should be made at least 5 working days prior to learners undertaking the assessment and are subject to approval by Gateway Qualifications.

4.8. Assessment guidance

Learners should be given the opportunity to familiarise themselves with the online platform before taking the multiple-choice test.

4.9. Time limit

The total time permitted time to complete the assessment is 40 minutes. Once the permitted time has been reached the assessment will end.

4.10. Assessment taking

The assessment is available on demand and online.

The total time permitted time to complete the assessment is 40 minutes. Once the permitted time has been reached the assessment will end.

4.11. Supervision arrangements

The Centre must ensure that learners are supervised whilst taking the online assessment.

The Teacher/Tutor can act as the supervisor.

The Centre must ensure that:

- all candidates are within direct sight of the supervisor throughout the assessment
- display materials which might provide assistance are removed or covered
- candidates do not have access to e-mail, the internet or mobile phones
- candidates complete their work independently and that interaction with other candidates does not occur
- staff supervising the assessment are familiar with any specific instructions relating to the assessments
- learners are not offered any advice or assistance other than accessing the assessment.

4.12. Assessment conditions

Any room in which an assessment is held must provide learners with appropriate conditions for taking the assessment. The centre must pay attention to conditions such as heating, lighting, ventilation and the level of outside noise. The centre must ensure that the room is accessible and appropriate for learners with disabilities (in accordance with the Equalities Act 2010).

Display material (such as maps, diagrams, wall charts and projected images) which might be helpful to the learner must not be visible in the assessment room.

Persons present

Only candidates taking the assessment and authorised centre staff, i.e. the supervisor/s are allowed in the assessment room.

Gateway Qualifications reserves the right to visit centres during the assessment to inspect the arrangements made for the security of confidential examination material and for the conduct of the assessments.

A sign must be placed on the door to alert others that an exam is taking place.

Seating arrangements

The seating arrangements must prevent candidates from overlooking (intentionally or otherwise) the work of others.

Before the assessment

Assessment conditions are deemed to be in progress from the time the candidates enter the room until all candidates have completed the assessment and left the room.

Before candidates are permitted to start work the supervisor must:

- inform the candidates that they are now subject to assessment conditions and read out the relevant notices and warnings
- warn candidates that any unauthorised material must be handed in (this should also include any food or drinks, which may only be allowed at the discretion of the centre)
- remind candidates that they are forbidden to communicate in any way with, seek assistance from, or give assistance to, another learner whilst they are in the assessment room.

Conduct of candidates during assessments

Candidates must be supervised throughout the progress of the assessment. Supervisor/s must give complete attention to this duty at all times, being vigilant and remaining aware of emerging situations, looking out for possible cheating, malpractice or candidates feeling unwell. Any irregularities must be recorded; please refer to the invigilator guidance. Supervisors are required to move around the assessment room quietly and at frequent intervals.

How should contact between the supervisor and the candidate be monitored and recorded?

The supervisor should keep a record of feedback and advice provided to groups of learners and to an individual learner where this may affect the assessment outcome.

Misconduct

This type of assessments relies heavily on the integrity of the learners. In those cases where misconduct occurs, or is thought to have occurred, this will be investigated by Gateway Qualifications and results may be withheld.

Candidates leaving the room

Candidates who are allowed to leave the assessment room temporarily must be accompanied by a member of staff. Those candidates may be allowed extra time at the discretion of the centre.

Candidates can leave the room quietly once they have completed their assessment.

Evacuation procedures

Staff, supervisors and candidates must be aware of the evacuation procedure in case of an emergency, such as a fire alarm or bomb alert. The following action should be taken:

- stop the candidates by pausing the assessment online
- collect the attendance register (in order to ensure all candidates are present)
- evacuate the assessment room
- candidates should leave the room in silence
- make sure the candidates are supervised as closely as possible while they are out of the assessment room to make sure there is no discussion about the assessment being sat
- make a note of the time of the interruption and how long it lasted
- allow the candidates the full working time for the assessment
- make a full report of the incident and of the action taken and send to the Customer Excellence Department at Gateway Qualifications.

4.13. Re-sitting an assessment

Learners may re-sit the assessment. In order to schedule a re-sit, centres will need to use the Quartzweb online portal and schedule a new assessment. This is available once results are released following the initial sitting.

There is no minimum time between assessment attempts although learners should be given adequate opportunity to improve their knowledge before re-sitting the assessment.

Please see **Section 4.7 Learner registration and assessment booking.**

4.14. Marking and results

The assessment is marked externally within the online assessment platform. Centres will be able to report from the online assessment platform to determine results.

Certification of learners will follow within published timescales.

4.15. Additional requirements/guidance

Learners are likely to come from a wide variety of backgrounds and whilst some will have some idea about what is meant by British values many will not or may be confused. There are some complex concepts that will need to be broken down into understandable language. Learners should be warned before delivering some topics that they may find some of the information challenging to listen to; options should be given to help the learners deal with this.

5. What to do Next

For existing centres please contact

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6.

7. Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

8. Appendices

8.1. Appendix 1 – Unit Details – Entry 3

Fundamental British Values

Level:	Entry 3
Credit Value:	2
GLH:	20
Unit Number:	L/616/8379

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about democracy.	1.1 Outline key features of democracy. 1.2 Give examples of democratic practices used in familiar settings.
2 Know about the rule of law.	2.1 Outline key features of the 'rule of law'. 2.2 Give examples of different laws. 2.3 Identify common punishments for breaking the law.
3 Know about individual liberty.	3.1 State the difference between 'individual liberty' and 'freedom to do anything you want'. 3.2 Give examples of key individual liberties currently enjoyed by people in Britain.
4 Know about mutual respect and tolerance.	4.1 Identify different faiths held by groups of people in Britain. 4.2 Give examples of ways that people can show mutual respect and tolerance of different faiths and beliefs in familiar settings.
5 Know about extremism.	5.1 Identify different extremist groups. 5.2 Identify what makes a group 'extremist'. 5.3 Identify criminal activities sometimes carried out by extremist groups.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
6 Know about keeping safe from radicalisation.	6.1 Identify situations where people might be at risk of radicalisation. 6.2 Identify some of the warning signs that people might be at risk of radicalisation by those they know. 6.3 State some key ways to keep safe from radicalisation, including when on-line. 6.4 State what people can do if they have any concerns about radicalisation.

Indicative Content: Fundamental British Values

Learners are likely to come from a wide variety of backgrounds and whilst some will have some idea about what is meant by British Values many will not or may be confused. There are some complex concepts that will need to be broken down into understandable language.

Learning Outcome 1:

- **Key features of 'democracy'** in everyday life and UK politics
 - People vote for councillors, MPs and political parties.
 - People are allowed a 'free' vote and can vote for whichever person/political party they wish.
 - People can get involved in politics if they want to.
The idea of power and voice to the people rather than one ruler/decision-maker distinct from a country run by a king/queen only or a dictator or by a small group of powerful people who aren't elected.
 - An approach to politics/a way of running a country but also a way for other sorts of groups to make fair decisions.
- What are elections and who is allowed to vote in the United Kingdom? - examples - general elections, elections for National Assembly for Wales, Scottish Parliament, Northern Ireland Assembly, local elections for mayors/councillors, referendum, age at which people can vote in different parts of the UK.
- What is a political party and what are the main political parties in the United Kingdom?
- How the UK parliament is constructed - House of Commons, House of Lords.
- **Democratic processes in familiar settings** - at school /college, in the local community e.g. choosing student council members; voting for someone to win a 'best tutor' award; a local drama group deciding how to spend money raised.

Learning Outcome 2:

- A basic definition of the **rule of law** in the United Kingdom e.g. **that law should be fair and applies equally to everyone.**
 - a) No one is more powerful than the law.
 - b) Everyone is equal under the law.
 - c) Judges apply the law independently.

The rule of law is a set of rules that protects **your rights**, whether you are rich/poor; powerful or not etc.

- **No punishment without a court decision** that the law has been broken.

- Brief examples of **different laws** that affect day to day living to support learner understanding e.g. Health & Safety, Education, Health Services, Consumer protection (e.g. mobile phone contracts).
- **Different types of punishment if you are found guilty of breaking the law** e.g. prison sentence, fines, community orders linked to the sort of crimes for which these would be typical sentences.

Learning Outcome 3:

- A basic definition of the term **Individual liberty** e.g. the liberty (freedom) of an individual to make **choices and decisions** about things which do not involve breaking the law.
- Having individual liberty does not mean that you can do things that are against the law; it does not, therefore, give you the freedom to do anything you like but to do anything you like *within the law*.
- **Examples of Individual liberties** enjoyed by people in Britain e.g.:
 - Freedom to choose a religion.
 - Freedom of speech.
 - The right to a fair trial.
 - The right to life.

Learning Outcome 4:

- **Main faiths and belief groups in Britain** e.g. Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism.
- Basic understanding of what is meant by mutual respect and tolerance. Listening to others even if their choices, lifestyle and beliefs are ones you do not agree with or like.
- The importance of not imposing your beliefs on others, recognition of the importance of religious practices, traditions, cultural heritage, and preferences.
- **Mutual Respect** - treating others as you would like to be treated.
- **Tolerance** - accepting the right for others to have different views to yours.
- Ways of showing mutual respect and tolerance in settings such as school/college, community groups, clubs, family gatherings, when you are out and about – shopping/in restaurants/bars.
- Examples such as: not making fun of someone because they don't drink alcohol or if they wear different clothes for religious reasons; changing a planned meeting/event if a religious festival or requirement (such as Friday prayers) means some people wouldn't be able to attend; checking the food on the menu for a party suits everyone if you have people of different faiths coming; listening to views you disagree with in a classroom discussion; letting other people make their point in a workplace meeting, even if you think they are wrong; sharing public spaces fairly, such as giving up a seat on public

transport if someone needs it; including people in conversations if they are being left out; show an interest in learning about other people's faiths or customs.

Learning Outcome 5:

- Examples of extremist groups: e.g. IRA; ISIS; ISIL; far right groups; animal rights activists.
- A basic understanding of **extremism** e.g. having strong beliefs that most people think are "**unreasonable and unacceptable**". The UK government has created a new definition of terrorism following Hamas's attack on Israel in October 2023. 'Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to 1: negate or destroy the fundamental rights and freedoms of others; or 2: undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or 3: intentionally create a permissive environment for others to achieve the results in (1) or (2).
- Extremist groups do not all share the same beliefs or aims; what they have in common is that their beliefs are beyond what most people think are acceptable. Examples might include: racist or sexist views (e.g. people of one ethnic group are better than another; women should not be allowed out of the house); views about acceptable levels of violence (it's okay to beat up a doctor who carries out an abortion; scientists who experiment on animals should be tortured themselves).
- **Types of criminal activity** include killing people (e.g. terrorist attacks using bombs, driving vehicles into people, shootings); threatening people (e.g. sending emails or posting things online saying they plan to harm you or your family); damaging property (e.g. smashing windows of a science lab); stealing or selling drugs to make money to support terrorist groups.

Learning Outcome 6:

- An explanation about what is meant by the warning signs of **radicalisation** and ways in which individuals may become radicalised and the methods that may be adopted to encourage people to join in, adopt their radical beliefs and become involved in criminal activity.
 e.g. **Propaganda** particularly on the internet and social media sites.
Befriending to become part of a group or 'community'.
Targeting those identified as susceptible, vulnerable and marginalised - such as by gender, age, disability, economic class or ethnicity. (Hate and Mate crime)
- **Situations in which people might be at risk.**
These might include:
 - Getting involved with new groups with strong views about politics or other issues
 - Talking to people you don't know online about politics or other issues
 - New friendships with people with strong views

Learners should be encouraged to think about risk and where to seek advice if they are concerned, not to avoid new situations or friendships or online activity.

- **Warning signs** that people might be being radicalized might include:
 - Being asked to do something they think might be illegal (e.g. to sell drugs, hack into a website), to keep something secret or to hide something.
 - Being encouraged to drop old friends or to spend less time with their family.
 - Someone persuading them to believe things they think might be untrue or that their views or those of their family/friends are wrong.
 - Being asked to give money to a group whose views they think may be dangerous.
 - Doing things they don't want to do because they are afraid to say no.
 - Being asked to change the way they behave or dress to fit in with a new group.
 - Being asked to go on marches, handout leaflets or go to meetings where people talk about taking /calling for illegal action.
- **Ways to keep safe from radicalisation** - Focus on raising awareness in a safe way.
 - **Online safety** could include:
 - Don't post personal information like address, phone number.
 - Think carefully before posting pictures or videos of self or others.
 - Keeping privacy settings as high as possible.
 - Not giving out passwords and changing them regularly.
 - Using strong passwords that other people can't guess.
 - Don't befriend people you do not know.
 - Don't meet up with people you have met online – people are not always who they say they are online.
 - Respect other people's views, not being rude and insulting if you don't agree with them.
 - Know your faith so you can identify an extremist version of it, ask for advice from a trusted source if you are unsure or suspicious, don't keep secrets from your family and friends.
 - Critically think why someone might ask you to become involved in violence, drugs, crime, bloodshed or murder.
 - If something is seen online that makes you feel uncomfortable, unsafe or worried – leave the website, turn off the computer and tell a trusted adult.
 - **Keeping safe with mobile phones**
 - Don't give your phone number out to someone you don't know.
 - Don't send pictures to people you don't know.
 - Don't reply to messages from people you don't know.
 - Don't reply to nasty messages.
 - Keep nasty messages and show them to a trusted adult; make a note of the time and date.
 - Let withheld callers or unknown numbers go to voicemail.
 - Block numbers if necessary.
 - Tell someone if you are worried.
 - Avoid using public wi-fi.
 - Add an ICE (In Case of Emergency) number to your phone contacts.
 - Think before you share or save something on your phone.
 - **Keeping safe in the community**

- When you are out and about know how to keep yourself safe.
 - Know where safe places are in the community.
 - Don't walk alone, especially at night.
- **What to do if you have concerns about radicalisation.**
 - What to do if you feel you are, or another person is, at risk of being radicalised - seek support, talk to family, teachers, religious leaders, a trusted adult.
 - What to do if you become aware of possible or actual extremist activity - There are many ways to get help: report to the police, report this anonymously online. Immediate action may be required to prevent an atrocity.
 - Better to tell someone else even if it turns out that there was nothing to be concerned about, rather than keeping quiet about something that is worrying you.

7.2 Appendix 2 – Unit Details – Level 1

Fundamental British Values

Level:	Level 1
Credit Value:	2
GLH:	10
Unit Number:	K/615/8720

This unit has 6 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about democracy.	1.1 Give a definition of the term 'democracy'. 1.2 Give examples of democratic practices. 1.3 Give examples of democratic organisations in the United Kingdom(UK) . 1.4 Outline ways for individuals to get involved in the democratic process in own part of the UK.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
2 Know about the rule of law.	2.1 Give a definition of the term 'rule of law'. 2.2 Give examples of different laws in own part of the UK. 2.3 Outline benefits of living under the rule of law. 2.4 Outline possible consequences for individuals of breaking the law.
3 Know about individual liberty.	3.1 Give a definition of the term 'individual liberty'. 3.2 Give examples of current individual liberties enjoyed by people in the UK.
4 Know about mutual respect and tolerance.	4.1 Outline some different faiths and beliefs held by groups of people in the UK. 4.2 Give examples of ways individuals can show mutual respect and tolerance to people with different faiths and beliefs. 4.3 Give reasons why it is important to respect and tolerate people with different beliefs and views from one's own.
5 Know about extremism.	5.1 State what is meant by 'extremism', giving examples of different extremist beliefs. 5.2 Outline how extremist groups can sometimes engage in criminal activity, giving examples of illegal actions carried out by particular groups.
6 Know about keeping safe from radicalisation.	6.1 Outline some of the warning signs that an extremist group or an individual with extremist beliefs may be involved in criminal activity. 6.2 State some of the methods that extremist groups use to encourage people to join them, adopt their beliefs and/or engage in criminal activity on behalf of the group. 6.3 Outline some ways individuals can keep themselves safe from radicalisation, including when online. 6.4 Give examples of what to do if (a) you think you or another person is at risk of being radicalised (b) you become aware of possible or actual criminal extremist activity.

Indicative Content: Fundamental British Values

Learners are likely to come from a wide variety of backgrounds and whilst some will have some idea about what is meant by British Values many will not or may be confused. There are some complex concepts that will need to be broken down into understandable language.

Learning Outcome 1:

- An exploration of the definition of the term '**democracy**' in the United Kingdom:
 - A **representative democracy** which is based on power being held by elected representatives.
 - An **accountable democracy** where people can vote for their representatives and vote them out if they do not like the decisions they make.
 - A **participatory democracy** where people can become involved in politics e.g. joining a party, trade union or pressure group, campaigning in elections.
- What are **elections** and who is allowed to **vote** in the United Kingdom?
- **Key elections:**
 - local (Parish, District and Borough, County and City Councils)
 - regional (Scotland, Northern Ireland and Wales)
 - national
 - referenda.
- What is a **political party** and what are the main political parties in the United Kingdom?
- How the **UK parliament** is constructed - House of Commons, House of Lords and where the monarchy fits in.
- What is meant by national government, the Prime Minister and the Official Opposition?
- What other ways can an individual **participate in the democratic process**? E.g.:
 - Joining pressure groups
 - Starting or signing a petition to try to persuade the government to make a change
 - Joining Trade Unions
 - Taking part in peaceful campaigns and lawful protest.

Learning Outcome 2:

- A basic definition of the **rule of law** in the United Kingdom e.g. that fair law should govern the country and that the **law should apply equally to everyone**, including government so:
 - a) No one is more powerful than the law
 - b) Everyone is equal under the law
 - c) Judges apply the law independently

So the rule of law is a set of rules that **protects people's rights** and stops **dictatorship**.

- **The strongest laws are made by Parliament** because it is representative and accountable, and, by changing the people in Parliament, we can have a say in changing the law.
- Why the rule of law is important. Outline the benefits to individuals, e.g.:
 - **equality**
 - protection of **rights**
 - **fairness**
 - **keeping public order.**
- **No punishment without a court decision** that the law has been broken.
- Different **types of punishment if you are found guilty of breaking the law**, e.g.:
 - prison sentence
 - fines
 - community orders
 - suspended sentence
 - tagging.
- **Examples of different laws** that affect day to day living to support learner understanding, including some that impinge directly on their lives or have been recently introduced, e.g.:
 - compulsory education
 - driving on the left hand side of the road, speed limits, use of seat belts
 - the use of mobile phones while driving
 - Equality Act 2010
 - Health and Safety at Work Act 1974
 - social media restrictions and usage
 - protecting your rights when you have paid for goods or services

Learning Outcome 3:

- A definition of the term individual liberty e.g. the liberty (freedom) of an individual to make **choices and decisions** where they are not controlled by government and law.
- **Examples of individual liberties** enjoyed by people in the United Kingdom, e.g.:
 - freedom of association
 - freedom of thought, belief and religion
 - freedom of speech and peaceful protest
 - freedom of assembly
 - the right to a fair trial
 - the right to life
 - the right to vote in free and fair elections.
- An introduction to The Human Rights Act 1998. Defending an individual's rights in UK courts and requires **public organisations to treat everyone equally, with fairness, dignity and respect.**

- What are the **benefits to be gained from having individual liberty**? Individual liberty fosters a society where individuals can pursue happiness, can be innovative and contribute to the common good, while respecting other peoples' rights. It plays a crucial role in preventing extremism by balancing freedom of thought and expression with the need to maintain a safe and secure society.

Learning Outcome 4:

- What is meant by mutual respect and tolerance, i.e. they are **values that recognise and respect the individual liberty of others**, even if their choices, lifestyle and beliefs are ones someone does not agree with or like.
- **Mutual Respect:** Treating others as you would like to be treated.
- **Tolerance:** Accepting the right for others to have different views to yours.
- The nine **protected characteristics** in the Equality Act 2010:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation.
- **Main faiths and belief groups in the UK** e.g. Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism. The importance of not imposing our beliefs on others, recognition of the importance of religious practices, traditions, cultural heritage, and preferences.
- What are the **negative impacts of labelling people** and being prejudiced for any reason?
 - reduced self-esteem
 - mental health issues
 - social division
 - discrimination
 - stereotyping
 - barriers to opportunities.
- **What are the benefits of mutual respect and tolerance?** E.g. peace within communities and between people, reduction in crime, a fairer and more balanced society.

Learning Outcome 5:

- An understanding of **extremism** which is sensitive. A generic meaning might be: to have beliefs that most people think are **unreasonable and unacceptable**. Or, the vocal

or active **opposition to our fundamental values, including democracy**. A new definition of extremism was produced by the Conservative government in 2024 in response to the Hamas terror attack on Israel in October 2023.

- An understanding of what is meant by **terrorism** such as “the use or threat of action designed to influence the government or intimidate the public which is done for the purpose of advancing a political, religious or ideological cause and which endangers or causes serious harm to people or property, or seriously disrupts or interferes with an electronic system. (Terrorism Act, 2000).”
- An understanding of what is meant by **radicalisation** such as attempts by individuals or groups to convince others to adopt extreme views and potentially engage in unlawful activities.
- **Differences between extremism and terrorism** i.e. not all extremists are terrorists – extremism is having extreme views or thoughts; terrorism requires use or threat of intimidating action.
- Examples of what an extremist group might do could involve **breaking the law**: bullying, threatening, and/or intimidating someone because they don't share the same belief/views, causing damage to property to get a political viewpoint across.
- Examples of what an extremist group might do that would be **terrorist activity**: calls for the death of members of the armed forces and the police, unlawful violence against others, murder.
- Having **extremist thoughts can make people vulnerable to terrorists or terrorist groups**. What to do if you have concerns about extremism, terrorism or radicalisation (see outcome 6).
- Different types of extremist group: religious (e.g. ISIS/ISIL); political (e.g. Hamas, Britain First, IRA); others such as animal rights activists; international groups; Northern Irish groups; British groups. Teachers might refer to the government's proscribed list of terrorist groups (<https://www.gov.uk/government/publications/proscribed-terror-groups-or-organisations--2>) but learners do not need to be able to name specific groups from it.

Learning Outcome 6:

- Terrorist **radicalisation** and recruitment is not confined to one faith or ideology.
- An explanation about what is meant by the warning signs of **radicalisation** and ways in which individuals may become radicalised and the methods that may be adopted to encourage people to join in, adopt their radical beliefs and become involved in criminal activity. E.g.:
 - **Propaganda** particularly on the internet and social media sites
 - **Befriending** to become part of a group or 'community'
 - **Targeting** those identified as susceptible, vulnerable and marginalised - such as by gender, age, disability, economic class or ethnicity.

- **Indoctrination** of young children through cartoons, video games
- An outline of ways in which individuals can keep safe from radicalisation. Focus on raising awareness in a safe way.
- **Online safety** could include:
 - don't post personal information like address, phone number
 - think carefully before posting pictures or videos of self or others
 - keeping privacy settings as high as possible
 - not giving out passwords, changing them regularly
 - using strong passwords that other people can't guess
 - don't befriend people you do not know
 - don't meet up with people you have met online – people are not always who they say they are online
 - respect other people's views, not being rude and insulting if you don't agree with them
 - know your faith so you can identify an extremist version of it, ask for advice from a trusted source if you are unsure or suspicious, don't keep secrets from your family and friends.
 - critically think why someone might ask you to become involved in violence, drugs, crime, bloodshed or murder.
 - if something is seen online that makes you feel uncomfortable, unsafe or worried – leave the website, turn off the computer and tell a trusted adult.
- **Keeping safe with mobile phones:**
 - don't give your phone number out to someone you don't know
 - don't send pictures to people you don't know
 - don't reply to messages from people you don't know
 - don't reply to nasty messages
 - keep nasty messages and show them to a trusted adult, make a note of the time and date
 - let withheld callers or unknown go to voicemail.
 - block numbers if necessary
 - avoid using public wi-fi.
 - add an ICE (In Case of Emergency) number to your phone contacts.
 - think before you share or save something on your phone.
 - tell someone if you are worried.
- **Keeping safe in the community:**
 - When you are out and about know how to keep yourself safe.
 - Know where safe places are in the community.
 - Don't walk alone, especially at night.
- **Radicalisation is a safeguarding issue** that everyone should be aware of and act on.
 - What to do if you feel you are, or another person is, at risk of being radicalised - seek support, talk to family, teachers, religious leaders or a trusted adult.

- What to do if you become aware of possible or actual extremist activity. There are many ways to get help: report to the police, report this anonymously online. Immediate action may be required to prevent an atrocity.



Charity Registration No. 114282
Registered in England Company No. 5502449

enquiries@gatewayqualifications.org.uk
www.gatewayqualifications.org.uk
Tel: 01206 911 211