

# NETSPass Resources Kit



**Gateshead Council learningSkills**



North Tyneside Council



South Tyneside Council



The Combined Authority  
Further Education and  
Skills Managers

## NETSpass North East Tutor and Student Passport project

### Asset 4. Learner & Tutor Online Induction Resources

**PROJECT LEAD**

Kevin Pearson

Principal learningSkills Manager, Gateshead Council

Commissioned and funded by

The  
Education  
& Training  
Foundation



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 2.0 UK: England & Wales License](https://creativecommons.org/licenses/by-nc-sa/2.0/).

## Contents

<b>1. Summary</b> .....	3
The Induction Passport .....	4
<b>2. The Learner Online Induction Course</b> .....	5
<b>3. The Tutor Online Induction Course</b> .....	6
Assessment and recognition of achievement .....	7
<b>4. The 4 Standard Core Units' Learning Outcomes and Assessment Criteria</b> .....	7
Learner Induction outcomes and assessment criteria .....	7
Tutor Induction learning outcomes and assessment criteria .....	9
<b>5. The Learner Induction Quiz Questions</b> .....	11
<b>6. Resources</b> .....	12



Creating the assets.

## **1. Summary**

NETSPass Project's other main assets are the NETSPass Learner Online Induction Course and the NETSPass Tutor Online Learner Course.

The aim of both these courses is to provide a clear and standardised induction resource that is common across the seven local authority FE and Skills providers.

There are 4 core units plus an assessment activity:

- Safeguarding;
- Health and Safety;
- E-Safety;
- Equality, Diversity and Inclusion.

For learners, these units are supplemented in class by the tutor with more detailed course and venue related induction information as required. For tutors, the units are supplemented as required by the employing authority.

Learners enrolling onto a course provided by any one of the NETSPass partner local authorities experience the same core induction process and content.

For tutors new to one of the seven northeast local authorities this process provides easy access to a common, standardised induction programme.



The four units can become a passport to use across providers.

### **The Induction Passport**

Induction Passport means that if a learner or tutor moves to another partner authority they will not need to repeat the 4 units induction programme again, saving time. The passport reassures the authority that their new learner or new tutor understands the core units of induction.

The passport can be in the form of an online badge, certificate, quiz/assignment, result sheet or other form that evidences proof of completion.

The learner and tutor induction courses both cover the four units the seven northeast LA FE and Skills providers identified as common to all partners.

In this document you will find:

- Description of the NETSPass Learner Online Induction;
- Description of the NETSPass Tutor Online Induction;
- The learning outcomes and assessment criteria for the four standardised core units that make up the learner and the tutor courses;
- Links to the Learner Induction four video units;
- The learner induction quiz questions;
- Links to the Tutor Induction four video units;

## 2. The Learner Online Induction Course

This course is designed for use without tutor input and allows learners to do some elements of induction prior to or outside of class time. The intended advantage of this approach is to reduce the administrative time taken up in the first session.

An alternative is to ask the learner to complete the four units in class. This might be useful if some learners need support using the VLE or ILT. Whilst learners complete the online units in class, the tutor can be doing other tasks saving time in what can be a hectic first session.



Each unit is in the form of a short video.

The four core units will be supplemented by specific induction information relating to the course and venue. In the project this was identified as the most practical approach.

Combining online induction and in-class induction, the tutor is quickly and easily introducing blended learning. This can be made explicit to the learner and used to model practice that will be taken forward in the rest of their programme.

The compactness of each video unit means it is easy to repeat a unit again later in a course as a recap or if it becomes pertinent for some reason.

The four units are followed by a short online quiz of two questions per unit. The quiz can be a Moodle Quiz activity or a Google Form activity embedded into an organisation's VLE. It can also be done on paper.

Watching all four units and then completing the quiz should take no longer than 10 minutes in total.

The course has a standard introduction at the top of the web page in the Moodle VLE to set the scene for the learner:

*"Welcome to your Learner Online Induction Programme*

*Congratulations, you have joined the north-east's largest provider of adult and community learning - the 7 north east local authorities working together as a combined authority to develop the best further education learning experience.*

*The aim of this short induction is to make sure you experience a safe, accessible and rewarding learning journey with your provider. It is also to help you stay safe in your community.*

*There are four units and you need to go through all of them before your course starts. This should only take about 10 minutes. There is then a 2-minute quiz you can do before your course starts. But don't worry if you come across a problem as your tutor can help you do it in your first session."*



The videos can be embedded in a VLE

### **3. The Tutor Online Induction Course**

This has the same four core units as in the learner induction course but in much more detail and from the perspective of a tutor and their duty of care to the learner. This was developed after the Learning Futures project was completed but has been shared for completeness.

A tutor joining the authority for the first time will be required to complete the four core units online, ideally on a VLE platform. Then they will move on to the next part of their staff induction process and activities set by their provider.

The four units are followed by an online quiz or assignment. This assessment activity can be created as Moodle Quiz activity or a Google Form activity embedded into the VLE.

The total time spent on the four units and the quiz or assignment is to be kept to a maximum of 20 minutes.

If a tutor is new to blended learning this could be a useful first experience to help them prepare for their first class. It will also be a simple way for them to become familiar with the authority’s learning platform. **Note:** if they have been on the NETSPass Digital Curator Programme (NETSPass Asset 3) they will already understand this and be able to encourage and support their learners with the online induction course.

**Assessment and recognition of achievement**

For learner or tutor, on completion of the four core induction units a short quiz is completed which can then be assessed. Areas where it is obvious a recap is necessary can be identified in the results. On successful completion of the quiz, an online badge can be awarded which is then portable across the NETSPass partner authorities. Alternatively a certificate or other form of proof can be offered if desired.



The videos are visual with background music. There is no commentary.

**4. The 4 Standard Core Units’ Learning Outcomes and Assessment Criteria**

Both learners and tutors will have to complete the four core units as a mandatory requirement of joining a course/teaching a course. Below are the units and their associated learning outcomes.

**Learner Induction outcomes and assessment criteria**

Learning Outcome	Assessment Criteria
<p><b>SAFEGUARDING</b></p> <p>1.0 Know what the term safeguarding means.</p> <p>2.0 Know how to stay safe on a course and what to do if they are concerned.</p> <p>3.0 Understand the 6 safeguarding areas: bullying; harassment; discrimination;</p>	<p>1.1 Describe the meaning.</p> <p>2.1 Know how to raise a concern and the direct telephone number</p> <p>3.1 Able to explain the different ways the 6 areas can present: bullying – physical, verbal,</p>

<p>abuse; neglect; radicalisation.</p>	<p>text/SMS, online; harassment – sexual, stalking, intimidation; discrimination – gender, religion/belief, race, sexual orientation; abuse – physical, sexual, emotional; neglect – basic needs, educational, psychological; radicalisation/extremism – political, social, belief. Behaviour changes to be concerned about.</p>
<p><b>HEALTH &amp; SAFETY</b></p> <p>1.0 Know the H&amp;S rules for your venue and course. 2.0 Know who is responsible for H&amp;S. 3.0 Identify the key H&amp;S symbols and where they are located. 4.0 Know what hazards are related to their course and venue. 5.0 Know what to do if they are concerned.</p>	<p>1.1 Explain the rules and where they can find further H&amp;S information. 2.1 Describe their H&amp;S responsibilities whilst in class. 3.1 Locate signs for fire equipment, fire action, fire exit routes, gathering point, first aid. 4.1 Describe the hazards in their classroom and activity. 5.1 Know how to raise a concern and the direct telephone number</p>
<p><b>E-SAFETY</b></p> <p>1.0 Know the basic e-safety rules for working online. 2.0 Understand importance of keeping their computer clean and protected against viruses. 3.0 Be aware of how to protect your identity and personal information online. 4.0 Be able to use a public computer or someone else’s computer safely.</p>	<p>1.1 Describe the simple rules as relayed in the unit. 2.1 Explain the risks. 2.2 Know how to use antivirus software and firewalls. 3.1 Know how to set strong passwords; identify a safe site by its address. 3.2 Not be too personal or give away personal information online. 4.1 Describe steps to protect themselves whilst using someone else’s computer.</p>
<p><b>EQUALITY, DIVERSITY AND INCLUSION</b></p> <p>1.0 Recognise diversity as a positive, healthy dynamic in society. 2.0 Know what discrimination means. 3.0 Know about the 9 protected</p>	<p>1.1 Describes the range of diversity and the positives they bring to the community. 2.1 Can explain what discrimination means. 3.1 Can describe the characteristics.</p>

characteristics. 4.0 Know what to do if they are concerned.	4.1 Know how to raise a concern and the direct confidential telephone number to call if they feel discriminated against or see something in class that concerns them.
--	---

**Tutor Induction learning outcomes and assessment criteria**

Learning Outcome	Assessment Criteria
<p><b>SAFEGUARDING</b></p> <p>1. Be aware of the personal safety of your learners.</p> <p>2. Be able to recognise the signs of bullying / harassment.</p> <p>3. Be aware of personal boundaries.</p> <p>4. Be able to recognise and outline the key responsibilities within the teaching role.</p>	<p>1.1 Define safeguarding.</p> <p>1.2 Identify travel dos and don'ts.</p> <p>1.3 Know how to Keep valuables safe.</p> <p>2.1 Identification of vulnerable groups.</p> <p>2.2 How to identify changes in behaviour.</p> <p>2.2 Location of the safeguarding officer and contact details.</p> <p>2.3 Identification of opportunities to teach.</p> <p>2.4 Identification of safeguarding "hot topics" to relay to learners.</p> <p>3.1 Explain the types of personal boundaries.</p> <ul style="list-style-type: none"> <li>- Mobile phone numbers;</li> <li>- Social media / email;</li> <li>- Lone working.</li> </ul> <p>4.1 Be able to identify do's and don'ts in regard to safeguarding learners/self.</p>
<p><b>HEALTH &amp; SAFETY</b></p> <p>1. Identify what a risk assessment is and how to carry one out.</p> <p>2. Establish and explain fire safety procedures.</p> <p>3. Establish and explain first aid procedures and responsibilities.</p> <p>4. Be able to recognise and outline the key responsibilities within the teaching role.</p>	<p>1.1 Explain what is meant by risk assessment.</p> <p>1.2 Identify the key elements of a risk assessment.</p> <p>1.3 How to put into practice.</p> <p>2.1 How to identify venues fire procedure and location of equipment.</p> <p>2.2 Identification of different fire extinguishers and use.</p> <p>2.3 Explain evacuation procedures.</p> <p>3.1 Explain first aid procedures.</p> <p>3.2 Know how to report accidents.</p> <p>3.3 Know how to seek help in the event of an accident / medical emergency.</p> <p>4.1 Be able to identify / establish medical health</p>

	<p>conditions. 4.2 Be aware of specialised equipment within your specialist area.</p>
<p><b>E-SAFETY</b></p> <p>1. Be aware of the terms and conditions of the Wi-Fi acceptable use policy within different venues. 2. Be aware of the use of personal / authorities' equipment and devices. 3. Be able to apply safe practice when using online communication i.e. social media, email, chat rooms.</p>	<p>1.1 Identify the terms and conditions of accessing the Wi-Fi. 2.1 Identification of the procedure for</p> <ul style="list-style-type: none"> <li>- Lost and damaged devices;</li> <li>- Transporting devices;</li> <li>- Sharing of personal devices;</li> <li>- Protecting devices;</li> <li>- Personal data;</li> <li>- Classroom management;</li> <li>- Pin/ Passwords;</li> <li>- Use of cameras and recording equipment;</li> <li>- Use of anti-virus protection / spyware;</li> <li>- Reporting e-safety issues.</li> </ul> <p>3.1 Identification of safe and unsafe practice when using:</p> <ul style="list-style-type: none"> <li>- Social media;</li> <li>- Email / attachments.</li> </ul>
<p><b>EQUALITY, DIVERSITY AND INCLUSION</b></p> <p>1. Be able to clearly explain and define the concept of equality. 2. Be able to clearly explain and define the concept of diversity. 3. Be able to clearly explain and define the concept of inclusion. 4. Be able to recognise and outline the key responsibilities within the teaching role.</p>	<p>1.1 Demonstrate the ability to explain and define equality. 2.1 Demonstrate the ability to explain and define diversity. 3.1 Demonstrate the ability to explain and define inclusion. 4.1 Describe the role of the tutor in valuing and promoting social and cultural diversity, equal opportunity and inclusion.</p>



Videos were made using  
the PowToons App.  
<http://www.powtoon.com/>

## 5. The Learner Induction Quiz Questions

The online quiz is designed to take no more than a few minutes. If embedded as a Moodle Quiz results are automatically linked to the learner profile and allows a class profile to be created. Google Forms is a good digital online alternative.

The learner induction quiz is to be completed after watching the four video units.

1. What is Safeguarding? (Select the correct answer)
  - a. To avoid injury.
  - b. To be safe in your home.
  - c. Staying safe from a range of abuse and neglect.
2. Safeguarding is about protecting you in terms of?  
(Select all that apply)

a. Neglect.	e. Radicalisation.
b. Bullying.	f. Abuse.
c. Harassment.	g. Boredom.
d. Debt.	h. Discrimination.
3. Which of the following *characteristics* are **NOT** protected by law?  
(Select all that apply)

a. Age.	g. Pregnancy/Maternity.
b. Disability.	h. Race.
c. Health.	i. Civil Rights.
d. Gender Reassignment.	j. Religion/Belief.
e. Marriage & Civil Partnership.	k. Gender/Sexual Orientation.
f. Fitness.	
4. Which of the following are hazards?  
(Select the correct answer)
  - a. Cables trailing.
  - b. Hand Bag in walkways.
  - c. Coats on Chairs.
  - d. Split liquid on floor.
  - e. All of the above.
5. Who is responsible for health and safety?  
(Select the correct answer)

- a. Tutor only.
  - b. Tutor and you.
  - c. You only.
6. What *symbol* tells you that the website you are on is safe?  
(Select the correct answer)
- a. Padlock.
  - b. e internet explorer.
  - c. Green tick.
  - d. Key.
7. What is a digital footprint?  
(Select the correct answer)
- a. Picture of your foot on your device.
  - b. Trail you leave behind.
8. Do you know who to contact if you have any concerns or feel unsafe?
- a. Yes.
  - b. No.

If you answered No, please talk to your tutor.

## 6. Resources

Link to Learner Online Induction Videos:

<https://moodle.learningskills.eu/course/view.php?id=368#section-0>

Link to Tutor Online Induction Videos and Quizzes:

<https://moodle.learningskills.eu/course/view.php?id=1441>