



# **Entry 1 Qualifications in Personal Progress**

## **Guidance for Centres**

(To be read in conjunction with the Entry Pathways Specification)

<b>Qualifications available</b>	<b>Cash-in Code</b>
Entry 1 Award in Personal Progress	6000/A1
Entry 1 Certificate in Personal Progress	6000/C1
Entry 1 Diploma in Personal Progress	6000/D1



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# 1

## INTRODUCTION

This guidance is provided to support centres as they prepare for the delivery and assessment of entry 1 qualifications in Personal Progress on the Qualifications and Credit Framework. Additional guidance and exemplification for the units are contained in here.

The key areas covered are those aspects of the qualifications which are new or significantly different from existing accreditation at entry level, namely: the unit layout; credit; rules of combination; the achievement continuum; and the unit transcript. In addition, the guidance shows how the units can be integrated into existing good practice in terms of teaching and learning and recognising and recording progress and achievement.

The content of this guidance has been influenced by QC(D)A, the suggestions of those involved in the development and trial of the units: providers, awarding organisations and other interested parties who were asked throughout the process to suggest where guidance would be needed and what form it might take.

This guidance should be read in conjunction with the Entry Pathways specification that also includes administration information.

# 2

## DEVELOPING UNITS AND QUALIFICATIONS TO SUPPORT A MORE INCLUSIVE ENTRY 1

### 2.1 Background

The Entry 1 common units - and accompanying rules of combination for qualifications - have been developed to allow the recognition within the Qualifications and Credit Framework (QCF) of achievement beneath the Entry level of the National Qualifications Framework (NQF). There is widespread support for a set of units that can be offered by any awarding organisation offering entry level qualifications to replace the confusing array of awards and curriculum frameworks currently operating at this level.

Much thought has been given as to *how* to recognise achievement at this level within the QCF without creating additional sub levels. There is widespread agreement that the best way to convey this sort of information is through a transcript that describes the individual's achievements in relation to the learning outcomes for a unit.

### 2.2 The range of achievement within E1 of the QCF

Entry 1 in the QCF encompasses "pre entry" and what is currently known as "entry 1" in the NQF. This will encourage learners from this level to progress to Entry 2 and 3 and beyond, as and if appropriate.

The new Entry 1 spans a very wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences.

Work had already been done by the University of Cambridge and 'Skill', the National Bureau for Learning Difficulties and Disabilities, to develop an achievement continuum within pre-Entry. This continuum was first published in 2002 in a support pack entitled *Enhancing Quality of Life*. It has been used since to provide a basis for the pre-Entry curriculum framework for adult basic skills (PECF) and in the development of the P-scales. This 9 stage continuum has been adopted in the development of the Entry 1 units rather than create a new scale. Although the continuum itself might not be familiar to all providers working with learners at this level, all would know either the PECF milestones or the P-scales, each of which has links to the continuum. A tenth stage, *Application*, has been added to describe the current NQF Entry 1.

### 2.3 Relating the units to the achievement continuum (and vice versa)

In line with QCF requirements, each E1 unit is specified in terms of learning outcomes and assessment criteria. Unlike other QCF units, however, the assessment criteria do not pin down a precise standard at which they must be met.

Assessments of this group of E1 units must make use of the entry 1 achievement continuum.

Centres will record achievement on the entry 1 learner transcript and therefore outcomes.

**Fig. 1 Extract of an E1 unit**

<b>Title: <i>Developing communication skills</i></b>	
<b>Level : Entry 1</b>	
<b>Credit value 3</b>	
Unit aim: This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication skills.	
<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will	The learner can
1. Listen and respond to other people	1.1 Show understanding in his/her response to what they have heard
2. Speak (or use other means) to communicate with other people	2.1 Use words, signs, phrases, objects or symbols to communicate
3. Engage in discussion with other people	3.1 Share ideas or preferences with others

The unit aim indicates that learners working at different stages of entry 1 could have their achievement recognised. Each unit will be accompanied by guidance to give the provider some idea of the range of ways in which the learners working at different stages on the continuum could meet the assessment criteria. Fig 2 provides an example of this guidance for assessment criterion 1.1 from Fig 1 above.

**Fig. 2 Guidance section**

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met:</b>
1.1 Show understanding in his/her response to what they have heard	<p><b>Possible ways of demonstrating that the criteria have been met:</b></p> <ul style="list-style-type: none"> <li>• single word, sign or symbol responses to key words in context</li> <li>• responding to simple prompts, questions, requests and instructions</li> <li>• demonstrably paying attention</li> <li>• answering simple questions about a range of personal information</li> <li>• listening to and following brief narratives</li> </ul> <p>In the earlier stages of the continuum, learners will be responding to familiar people. In the later stages, they will begin to respond to those they do not know well or even to those that they are meeting for the first time.</p>

## 2.4 Using the achievement continuum to report achievement

Assessments of this group of E1 units must make use of the entry 1 achievement continuum. Centres will be required to record judgments on the entry 1 learner transcript and indicate the stage on the continuum at which the learner has achieved the learning outcomes. (See Section 3 for achievement continuum).

The centre should establish a starting point on the continuum before the learners begins a programme of learning relating to an E1 unit. The expectation is that learners will normally progress at least one stage along the achievement continuum before the centre seeks certification.

The certificate for an E1 unit will always report achievement at Entry 1. Certificates will be awarded where there is sufficient evidence that each assessment criterion has been met at a standard within the range specified in the unit.

## 2.5 The unit transcript

Centres will need to complete a transcript for each learner as part of the quality assurance processes.

The transcript will:

- Be completed by the learner's assessor.
- Set out the standard achieved by the learner in relation to each assessment criterion.
- Include a short description of the learner's achievement.
- Describe the context in which the learning has taken place for units entitled 'Engaging in the World Around Us'.
- Note the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion. A learner might achieve assessment criteria at different levels within one unit.
- Be attached to the unit certificate.

### How will the transcript be used?

The transcript will be available to different users. Like the certificate, it belongs to the learner.

Centres may wish to share it with.

- **An employer (or prospective employer)** to provide a snapshot of a learner's skill levels.
- **Parents or carers** as the basis for a discussion on the learner's progress, achievements or future needs.
- **Teaching staff** in a new provider or from a different programme to establish the learner's existing skill-set and hence starting point for any new course.
- **Support staff** to demonstrate what the learner is capable of doing independently and where they might need support.

**Fig. 3 Extract from sample transcript**

**DETAILS OF LEARNER'S ACHIEVEMENT**

**AC 1.1 Listen and respond to people**

**Assessor statement:** *Joe can listen to brief explanations or conversations where these are clearly directed at him. He finds it easier to listen to tutors and support workers than to his peers. He responds with single word replies or by nodding or shaking his head.*

**Active involvement**

**Evidencing achievement of the assessment criteria**

Under each assessment criterion, the assessor should provide a brief description of the learner's achievements in relation to that criterion. As much as possible, the description should use the terminology of the achievement continuum to reflect what the learner has achieved and to what degree. The description should be concise and not usually more than 3 or 4 sentences long. It is a summative statement of what has been achieved at the point at which certification for the unit is being sought.

Beneath this description, the assessor should indicate the stage on the achievement continuum which best fits the learner's achievements in relation to that assessment criterion.

**Validating the transcript**

WJEC will operate a quality assurance procedure to validate the centre's quality assurance processes. (see the Entry Pathways specification) WJEC will provide a set of blank transcripts ( these will be available on the Entry Level website)

It is the responsibility of the internal verifier or assessor within the centre to ensure that transcripts are completed appropriately. An external verifier may ask to see a sample of the completed transcripts to ensure that the correct processes are being followed. (See appendix 1 for a completed sample transcript).

## **2.6 Making progress within Entry 1**

Clearly learners can broaden their skills, knowledge and understanding by accumulating units at Entry 1. However, learners will also be deepening or extending their learning, in other words progressing vertically within Entry 1. In order to demonstrate this progress, learners may use the same unit more than once. They should only be doing this if the provider believes that the learner is likely to have moved at least one stage along the achievement continuum in relation to most of the assessment criteria.

The **three** units entitled "Engaging with the world around you" and the unit entitled "Encountering experiences" are the exception to this rule.

Due to the profound and complex nature of their learning difficulties many learners operating at this level are unlikely to progress beyond the early stages of the achievement continuum. For these learners, progress takes the form of broadening the contexts in which they are able to encounter or engage with people, places or objects. Learners can therefore repeat a unit at the same stage on the continuum, provided that the context in which they meet the achievement criteria is different. The context should be described on the unit transcript.

### **Using the units to build qualifications**

Although learners may achieve individual units, they can also accumulate the credit they gain for each unit to build towards a qualification. Qualifications that include all 30 units will have the same titles and the same rules of combination.

The qualifications composed solely of these units will be as follows:

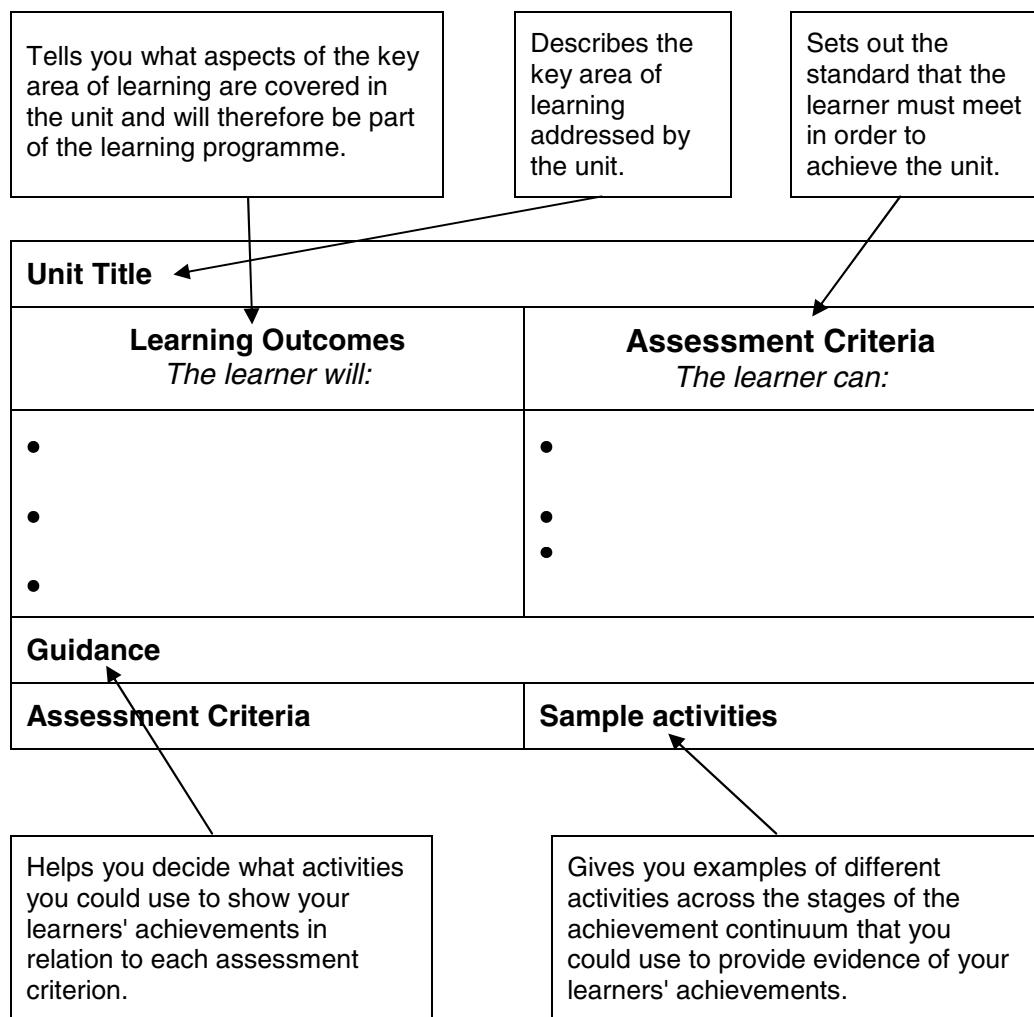
- Entry 1 Award in Personal Progress (8 credits)
- Entry 1 Certificate in Personal Progress (14 credits)
- Entry 1 Diploma in Personal Progress (37 credits)

The rules of combination for each of these allow learners to combine any of the Entry 1 common units to reach the total minimum credit value of the qualification.

WJEC is also developing qualifications made up of small groups of units e.g. preparing for work, independent living. These qualifications may include within their rules of combination units at entry 2 and units at entry 1 that have been contextualised.

**These qualifications will not use the title Personal Progress.**

## Understanding the unit



## How to use the Entry 1 Common Units

This guidance provides advice on how to use the Entry 1 units to underpin a teaching and learning programme and to recognise a learner's achievements.

### Step 1: Selecting a unit

The first stage in selecting a unit comes after an initial assessment or ongoing review has taken place. You can check which (if any) of the learner's needs match the broad areas covered by the Entry 1 common units. At this point, you can select one or more of the units.

### Step 2: Building up the learner's programme

The learner's needs are likely to extend beyond the learning covered in the Entry 1 common units. It follows, then, that the learner's programme will be broader than the learning outcomes of the selected unit(s). You should identify activities which can be incorporated into this broad programme to provide the learner with opportunities to develop the knowledge, skills and understanding described in the learning outcomes. One activity may well cover several learning outcomes, either from within a single unit or across several units, as well as learning outside of the units altogether.

You should remember that the units are not units of teaching or of learning and that you do not need to cover all the learning outcomes at once. Nor do you need to approach them in the order that they appear in the unit. Sometimes it may make sense to address learning outcomes from several units at the same time. For example, you may find it helpful to tackle some aspects of 'developing Skills for the Workplace: getting things done' alongside aspects of Developing communication skills 'and getting on with other people'. Other aspects of each of these units might be best covered at a later stage in the learner's programme. Section 4 gives examples of units that can be put together when building up a learners' programme of study.

### Step 3: Identifying a starting point and setting a target

The achievement continuum is the key tool that you should use to identify the learner's starting point in the area of learning that you are focusing on. You can also use the continuum in your target-setting, determining a stage along the continuum as a goal for the learner to work towards. This can be negotiated with the learner, as appropriate. It might be sensible for the learner to aim for different stages on the achievement continuum for different assessment criteria.

You can use the units to mark the learner's achievements along the way to achieving a longer-term target. For example, if a learner's identified starting point is at *Interest* on the continuum and they are aiming over time to reach *Active Involvement*, it might be appropriate to use a unit to recognise when the learner has reached *Supported Participation*.

For learners working at the first three stages on the continuum who are using the unit 'Encountering experiences' and the three units 'Engaging with the world around you', their progress along the continuum may be very slow indeed. In fact, the nature of their cognitive impairment may mean that they are not capable of progressing to another stage on the continuum. Targets for these learners may relate to broadening the number of contexts in which they are able to meet the assessment criteria for the above units. In other words, a learner may achieve 'Encountering Experiences' at *Encounter* first in the context of music and movement and subsequently achieve the same unit again in the context of using leisure facilities.

It is important to remember that the achievement continuum describes common stages of achievement below Entry 2. Not all learners will progress evenly along the continuum. Some learners will appear to miss out stages altogether; others may seem to go ‘backwards’ at some point in their learning. Progress may sometimes be rapid; at other times it may be very slow. Invariably learners will be achieving at different stages of the continuum in different aspects of their learning. Learners who are not steadily moving up through the stages may still be making progress by consolidating or broadening what they have learned at a particular stage on the continuum.

#### **Step 4: Gathering evidence of achievement**

Once the learner is beginning to reach the stage(s) on the continuum for which they are aiming, then you should start to gather evidence of their achievement. The credit values (1 credit for 10 hours of learning) for each unit give you an idea of how long a learner might spend on each unit but these are typical or average lengths of time. Your learners may take more or less time in practice to move along the continuum.

You will probably be collecting evidence routinely as part of your on-going record-keeping and reporting of progress, perhaps as part of your work on RARPA (recording and reporting progress and achievement). It is absolutely appropriate that you use this routinely-kept evidence as evidence for the achievement of the unit; in this case, you do not need to collect anything additional or duplicate the evidence.

You do not need to provide WJEC with any records of progress along the learner’s journey. The only evidence needed is that which indicates that each assessment criterion has been met at the stage(s) on the continuum for which the learner is claiming a certificate

The guidance accompanying each unit gives you some ideas about the activities you might use to generate that evidence. Do remember that these are just suggestions and not requirements and relate to the full range of stages on the achievement continuum that the unit covers. Learners are certainly not expected to engage in all the activities suggested. They should only be involved in activities relating to the stage(s) of the continuum relevant to them.

The activities should be part of a coherent learning programme, structured around the learner’s individualised targets. Activities should not be undertaken simply as a way of ‘picking off’ the qualification requirements. Individual awarding organisations will provide guidance about what constitutes ‘evidence’ but tutor observations, photographic, video and audio-taped evidence area likely to be the most common.

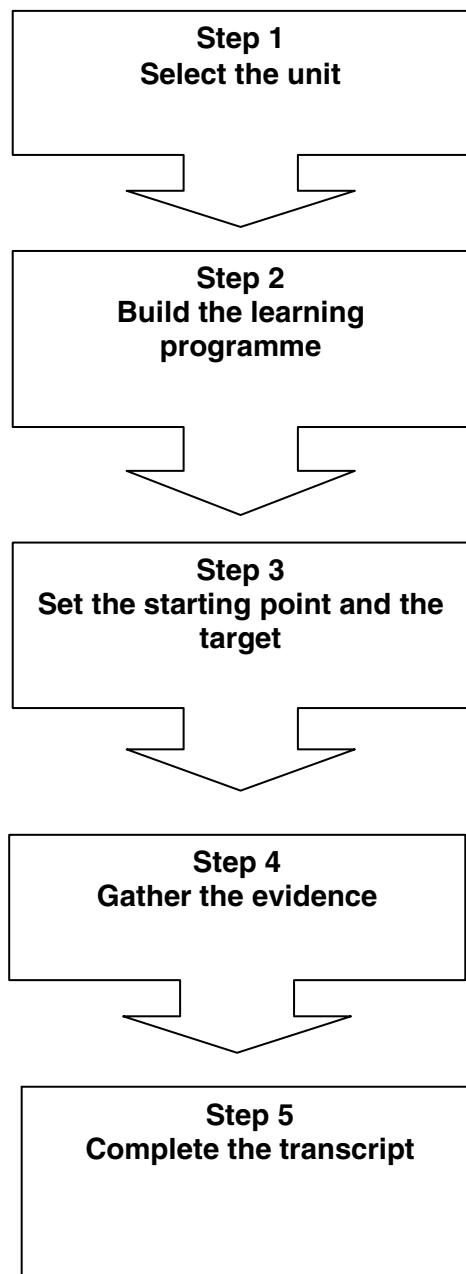
#### **Step 5: Completing the transcript**

Once you have evidence for each assessment criterion, you should complete the unit transcript. This is the document in which you describe the manner in which the learner has met each assessment criterion and the stage(s) on the achievement continuum that they have reached. You should only be completing the transcript if the learner has moved one or more stages along the achievement continuum from their starting point in relation to the majority of the assessment criteria.

#### **Accumulating units and gaining qualifications**

These 5 steps can be repeated as new learning needs arise and new targets are set. Learners can ‘bank’ the credits that they gain for each completed unit and, if it is appropriate, accumulate further credits for additional units. If they gain sufficient credits, they will be awarded a Personal Progress qualification. Three qualifications of different sizes are available: Award in Personal Progress (8 credits), Certificate in Personal Progress (14 credits) and Diploma in Personal Progress (37 credits). Learners can combine any of the 30 units available to contribute towards the qualifications.

## USING THE UNITS: A 5 STEP PROCESS



**Consider working towards a qualification**

## **Using the units retrospectively**

You can use the units to recognise achievements already gained by a learner. This may be useful in cases where the learning that has taken place was not planned. You will need to have recorded the achievements and have some evidence of what the learner has achieved. This evidence can then be mapped against the assessment criteria for the unit.

The next step is to use the achievement continuum to decide which of its stages the learner has reached in relation to each assessment criterion. These might be different for each criterion.

You may find that the learner has evidence for some of the assessment criteria but not for others. You could then decide to put together a programme which will allow the learners to meet the remaining assessment criteria in order to gain the unit. This will depend on whether or not you think it is appropriate for the learner.

You should consider

- Whether or not the learner is ready to cope with the additional learning that will be necessary.
- The learning required for achievement of the unit matches the learner's individualised targets.
- The learning will help the learner progress towards their planned destination

The Entry 1 common units and the qualifications which can be built from them are not an end in themselves. Learners should only be working towards gaining units which recognise achievements that are relevant and appropriate to them.

**3.1 What is the achievement continuum?**

The Entry 1 achievement continuum sets out the stages of achievement from the point at which learners are simply exposed to experiences through to a stage where they are independently applying knowledge, skills and understanding to complete straightforward tasks.

**How was the continuum developed?**

The concept of the achievement continuum is derived directly from the support pack 'Enhancing Quality of Life' (Skill and University of Cambridge, 2002). The authors of this pack developed the continuum as part of an extended action research project between 1999 and 2002 to develop transitional programmes for people with profound and complex learning difficulties. The wording used to describe the stages from 'Encounter' to 'Consolidation' is taken verbatim from this document. 'Application' has been added to incorporate the stage currently represented by Entry 1 in the National Qualifications Framework.

**How does the continuum fit with the Entry 1 Personal Progress qualifications?**

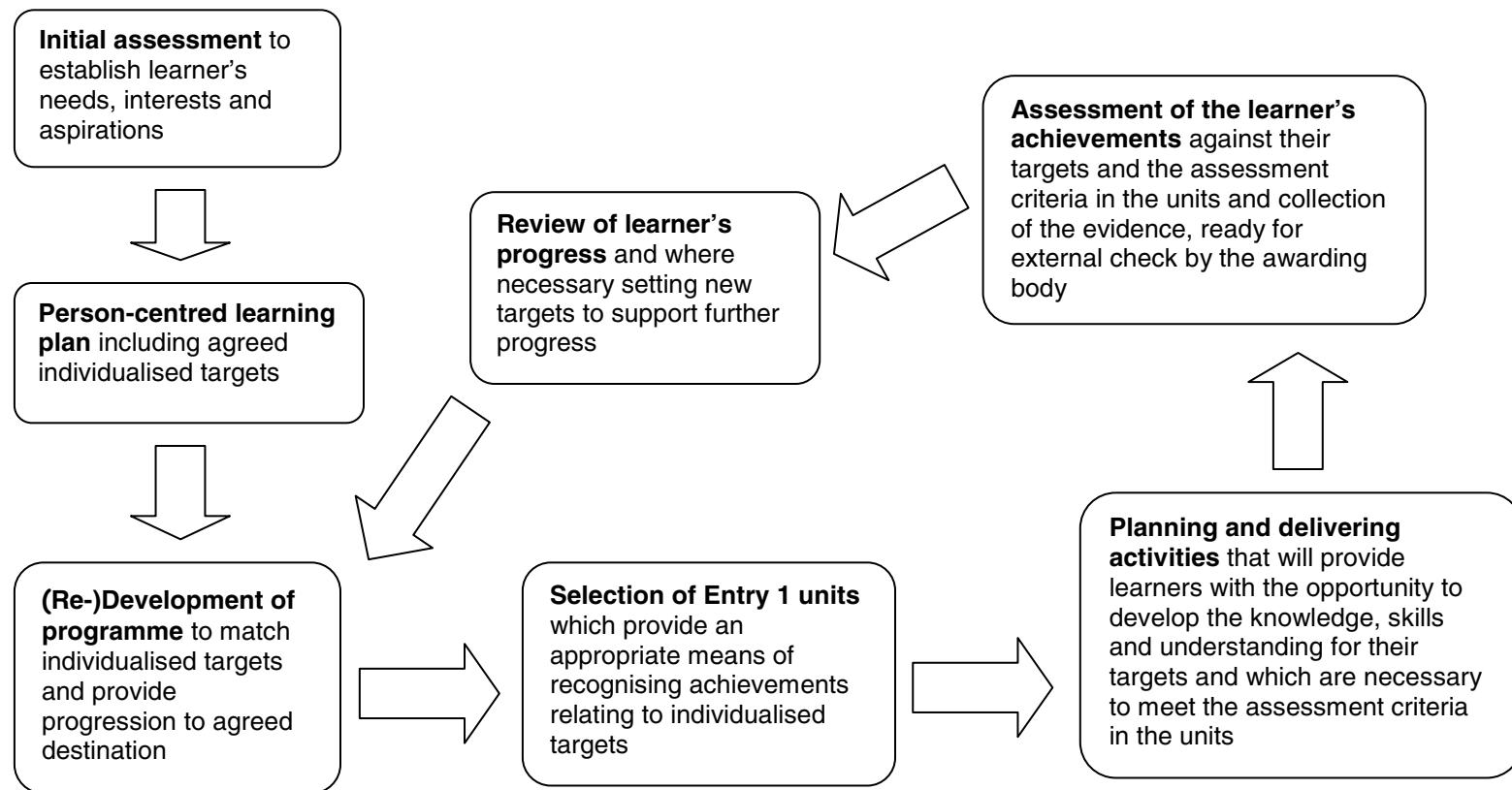
The continuum is an integral part of the qualifications. Each unit has been written to cover a range of stages on the continuum and these are stated within the unit aims. Providers will use the continuum to make an initial assessment of a learner's starting point and to set targets for their learners in relation to the content of the units. At the point where a provider seeks to have a learner's achievement accredited through a unit, they will make a judgement about the stage on the continuum that the learner has reached and describe that achievement on the unit transcript using the terminology of the continuum.

The credit value given to each unit represents the amount of learning time on average that a learner will need to progress from one stage on the achievement continuum to the next (where 10 learning hours = 1 credit).

**Keeping the achievement continuum under review**

It is acknowledged that not all learners will progress through all of the stages. Some will reach a point where their progress is lateral (e.g. some learners will be able to take part in an increasing variety of activities so long as their participation is supported by others). Some learners will appear to 'skip' stages in some aspects of their learning (e.g. moving from early awareness straight through to exploration). Others may not appear to progress through the stages in the order in which they appear in this continuum.

### 3.2 Using the personal progress units in a plan, deliver, review cycle



### 3.3 The Entry 1 achievement continuum - the 10 stages – summary description

#### **Encounter**

Characterised by presence and reflex responses

#### **Early awareness**

Characterised by fleeting attention and inconsistent responses

#### **Interest**

Characterised by more consistent and differentiated reactions

#### **Supported participation**

Characterised by co-operation and engagement

#### **Active involvement**

Characterised by recognition, anticipation and proactive responses

#### **Development**

Characterised by remembered responses and intentional communication

#### **Exploration**

Characterised by concentration, recall and observation

#### **Initiation**

Characterised by established responses and conventional communication

#### **Consolidation**

Characterised by the formation of skills, knowledge, concepts and understandings

#### **Application**

Characterised by the application of skills, knowledge, concepts and understandings

## Entry 1 Achievement Continuum (in detail)

10 Developmental stages	Stage Characteristics	Stage descriptor
<b>1. Encounter</b>	Characterised by presence and reflex responses	<p>Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.</p> <p>Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.</p>
<b>2 . Early Awareness</b>	Characterised by fleeting attention and inconsistent responses	<p>Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.</p> <p>Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.</p>
<b>3. Interest</b>	Characterised by more consistent and differentiated reactions	<p>Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.</p> <p>Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.</p>
<b>4. Supported Participation</b>	Characterised by co-operation and engagement	<p>Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.</p>
<b>5. Active Involvement</b>	Characterised by recognition, anticipation and proactive responses	<p>Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.</p> <p>Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.</p>
<b>6. Development</b>	Characterised by remembered responses and intentional communication	<p>Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.</p> <p>Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.</p>

<b>10 Developmental stages</b>	<b>Stage Characteristics</b>	<b>Stage descriptor</b>
<b>7. Exploration</b>	Characterised by concentration, recall and observation	<p>Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.</p> <p>Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.</p>
<b>8. Initiation</b>	Characterised by established responses and conventional communication	<p>Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication.</p> <p>Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.</p>
<b>9. Consolidation</b>	Characterised by the formation of skills, knowledge, concepts and understandings	<p>Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results.</p> <p>Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.</p>
<b>10. Application</b>	Characterised by the formation of skills, knowledge, concepts and understandings	<p>Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages.</p> <p>They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities.</p> <p>Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.</p> <p>Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step</p>

Combining Units for delivery via a common theme.

Please note the following are not prescriptive but serve as an illustration as to how the themes/tasks could be delivered and learning outcomes achieved in the classroom or other environments. Teachers will deliver the task in a context and learning situation most appropriate to their particular learners.

**A. Theme : MAKE IT COUNT**

This Theme can encompass the L.O.s and A.C.s For units 6055, 6056, 6057, 6058, 6059, and 6080

**1. Sample Tasks**

**Task 1 : CLASS NUMBERS**

(working on numbers related to people and objects in the classroom)

1. Individual and group structured number activities, involving counting, number recognition, ordering addition and subtraction, using objects, writing or ICT based learning – extend to counting tasks such as how many in the class, how many of each gender, how many with dark/fair/short/long hair – extend to simple survey, chart and graph work in class and in wider community.
2. Simple number game and puzzle sessions involving finding the right number in sequence or counting on – games using die, board games where moves have to be counted (e.g. snakes & ladders, ludo).
3. Play activities using bricks, blocks or shapes to make structures and patterns using a set number of objects.
4. Shopping activities (play or real) where simple amounts of money are counted and [sometimes] change is given.
5. Measuring activities, using rough measures such as hand-spans or book widths to measure people/objects in class – extend to comparison work – e.g tall/tallest, short/shortest, big/biggest, little/littlest, wide/widest, small/smallest – extend to vocabulary work with comparative phrases e.g taller than, shorter than, wider than (comprehension of terms rather than expression).
6. Time work – learning simple times of events in the school day such as play time, lunch time – extend to individual timetable work (using charts, timers, picture clocks, analog clocks pictorial/symbol timetables, objects of reference as well as words and numbers if appropriate) - link to preparing for specific classroom events such as counting people and setting out cups for drinks, laying a table with cutlery, counting out pens, crayons and other classroom equipment – extend to working out numbers of items needed for a class trip.

## **Task 2 : GAMES & RHYMES**

(Involving the learner - playground games, songs and rhyming activities to consolidate counting and simple number skills).

1. Music games involving imitating a number of beats on a percussion instrument, initiating numbers of beats for another person to imitate.
2. Songs /rhymes and games involving turn taking e.g. Farmer in The Den.
3. Counting out rhythm patterns of 2, 3, 4, 5.
4. Creating music sequences using collections of instruments e.g. five instruments numbered 1 – 5 assigning a number to each then allocating a number of beats/times that instrument is played.
5. Counting songs/rhymes e.g. Five Little Speckled Frogs, Ten In a Bed – acting out or using objects of reference.
6. Simplified number based games hop-scotch, snakes & ladders, 'What time is it Mr Wolf', games using die and moving by scoring and counting on.

## **2. Ways of demonstrating that the criteria have been met**

Transcript with or without evidence as applicable.

- Video clips, annotated photographs of learner's participating in activities or demonstrating achievement of learning outcomes
- Witness testimony matched to learning outcomes/assessment criteria from appropriate adults who have worked with the learner
- Records of achievements/outcomes attained from individual learning programmes or structured learning schemes
- Samples of written (including, writing, mark making, drawing, symbol placing, printouts from IT learning activities) outcomes of task and learning activities related to the unit learning outcomes and assessment criteria – signposted to linked units as appropriate

## **3. Resources**

[www.tes.co.uk/resources](http://www.tes.co.uk/resources)  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)  
[www.senteacher.org](http://www.senteacher.org)

4. The following set of transcripts is an example of how "Make It Count" can provide opportunities for assessing and accrediting the pathways of specific units.



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

Learner's Name: Thomas Merry

ULN/UCI

**QCF Title & Ref. No.:**

- 6055 Early mathematics: developing number skills
- 6056 Early mathematics: position
- 6057 Early mathematics: shape
- 6058 Early mathematics: measure
- 6059 Early mathematics: sequencing and sorting
- 6080 Early mathematics: introducing money

### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6055</b>	<b>Early mathematics: developing number skills</b> <b>L.O. 1 Participate in activities involving numbers</b>
<b>A.C. 1.1</b>	<b>Engage in activities relating to counting in whole numbers</b>
Thomas is able to focus on watch and track, for up to thirty seconds, large coloured cubes being counted out and placed in a stack in front of him. He can also do this when watching a screen and large shapes are moved across it from one group to another. These are both familiar actions and he recognises and shows anticipation when the activities are being set up for him.	
Thomas also can, with hand over hand support, grasp, move and place two different types of objects – soft fabric bean bags and hard, plastic cubes . He shows recognition that they are different by using a claw grip to grasp the bean bags and a two handed vice grip to grasp the plastic cubes.	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	
<b>L.O. 2</b>	<b>Be aware of numbers in given contexts</b>
<b>A.C. 2.1</b>	<b>Recognise the use of numbers in familiar contexts</b>
Thomas recognises and anticipates snack time by tracking and focusing on his biscuits (between 3 and 4) being counted out on his plate. With verbal prompt and hand-over-hand guidance, he is able to punch the correct Big-Mac switch to indicate the number of frogs left in the song 'Five Little Speckled Frogs' to sound out the correct number. With physical support and continuous verbal support, he is able to participate in 1-to-1 games and rhymes involving numbers up to 10 – such as '1, 2 – Buckle my shoe'. He recognises and anticipates these games.	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	

<b>6056</b>	<b>Early mathematics: position</b>
<b>L.O. 1</b>	<b>Have an awareness of position</b>
<b>A.C. 1.1</b>	<b>Demonstrate an awareness of position</b>
<p>With verbal prompt and modelling, Thomas is able to track and reach towards a favourite toy when set out on a tray with other toys. He can, with physical support and verbal prompt, grasp, hold and set down objects such as large jigsaw pieces in the correct position. He is able, without prompt but with minimal physical support, to post flat shapes through a large aperture into a posting activity box. As part of his daily physical play programme Thomas can use his walking frame to travel intentionally from one location to another e.g. with verbal and visual prompts he will move from one floor market to another as part of a 'racing' game. He can, independently, track and turn towards the direction of a sound stimulus.</p>	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	

<b>6057</b>	<b>Early mathematics: shape</b>
<b>L.O.1</b>	<b>Have an awareness of shape</b>
<b>A.C. 1.1</b>	<b>Demonstrate an awareness of shape</b>
<p>When presented with large 3-d and 2-d shapes such as balls, Thomas will actively explore them, by hitting them or running his hands independently across the surfaces and attempting to lift and turn them. He shows preference for objects by vocalising when they are taken out of his reach and attempting to reach for them. He shows rejection or lack of interest by moving his gaze away from the object or by actively pushing it away.</p> <p>He participates in mirroring activities in which he will copy the movements of an adult sitting opposite him e.g. arm stretching and circling with or without palm to palm contact as part of a simplified 'Simon-Says' game.</p>	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	

<b>6058</b>	<b>Early mathematics: measure</b>
<b>L.O. 3.</b>	<b>Have an awareness of common measures</b>
<b>AC 3.1</b>	<b>Demonstrate an awareness of common measures</b>
<p>Thomas shows deliberate and sustained (for up to thirty seconds) interest when water and sand are being poured into containers of varying sizes.</p> <p>He has participated passively, showing fleeting interest in hand on hand measuring and counting out (by an adult) his hand-spans across a surface such as a table top or his work tray. He also participates passively, showing more consistent and sustained interest in action songs such as 'Inch-Worm' and attempts, with hand-over-hand modelling, to participate more actively in the measuring actions of the song using hand spans.</p>	
<u>Achievement Continuum Stage: 1-2 Encounter/Early Awareness</u>	

<b>6059</b>	<b>Early mathematics: sequencing and sorting</b>
<b>L.O.1</b>	<b>Be aware of sequence</b>
<b>A.C. 1.1</b>	<b>Recognise aspects of a sequence</b>
<p>In familiar singing and rhyming activities Thomas is able, with hand-over-hand support, punch a Big-Mac to insert the missing word at the end of the rhyme e.g. 'There were 10 in a bed and the little one <b>SAID</b>' – he demonstrates knowing where the word comes in the sequence by showing anticipation and readying himself to punch the Big-Mac. Using a touch screen, Thomas is able, with verbal prompt and minimal hand-over-hand support, to match sequences of coloured shapes or pictures of familiar objects.</p>	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	

<b>L.O. 2</b>	<b>Be able to sort data</b>
<b>A.C. 2.1</b>	<b>Engage in sorting data by a single criterion</b>
Using large close-up photographs of his face and close-ups of other faces, Thomas is able, with verbal prompt and minimal hand-over-hand support, to select the photographs of his own face.	
He is also able with verbal prompt and minimal hand-over-hand support, e, to select and post red and blue squares into the appropriately coloured slot in response to three-word instructions e.g "Thomas post blue".	
<u>Achievement Continuum Stage: 3-4 Interest/Supported Participation</u>	

<b>6080</b>	<b>Introducing Money</b>
	<b>L.O.1 Have an awareness of the use of money</b>
<b>A.C. 1.1 Identify money from other items</b>	
In sorting activities Thomas can sort a discreet pile of large coins (50p, 10p) from an adjacent discreet pile of other non-metal items by moving them with a guided sweeping action across his work tray which is accompanied by a verbal prompt and narrative. He can also sustain interest (up to 30 seconds) in shaking a clear container of coins, listening to the sound they make. He demonstrates an ability to differentiate the sound made by the container of coins and the absence of sound from an empty container, showing preference for the container of coins rather than the empty container. He can also do this with a container of coins and a container of rice. He requires physical support to maintain his grip on the containers whilst shaking them.	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	
<b>A.C. 1.2 Identify a conventional use of money</b>	
Thomas has participated passively in play activities using the class play-shop. He is able more actively, with verbal prompt, to vocalise and sign 'I want' followed by pointing to an object in the 'shop'. With hand-over-hand support he is able to exchange coins for the object. He is also, with hand-over-hand support, able to hand over his dinner and snack money at the beginning of each school week. He tracks the money as it is taken from him and counted out	
<u>Achievement Continuum Stage: 3-4 Interest/Supported Participation</u>	
<b>A.C. 1.3 Use money in a realistic situation</b>	
Thomas has participated passively in a number of shopping expeditions to the local shops and supermarket. He can track items being placed in baskets and trollies and has shown focused attention on money being paid by adults and other children to the shop assistant. He can also track them receiving change. In 1-to-1 shopping trips Thomas has, with significant verbal prompt and hand-over-hand support, chosen sweets and handed over his money to the shop assistant.	
<u>Achievement Continuum Stage: 2-3 Early Awareness/Interest</u>	

### General Comments

Teacher: A Teacher

Date: 03/40/10

External Moderator: N.Northcliffe

Date: 08/06/10

**B. Theme : MY WORLD**

This Theme can encompass the LOs and ACs for units 6077 6078 6079

**1. Sample Tasks****Task 1 : MY SCHOOL**

1. Morning and end of day greeting and farewell routines, assembly, sensory sessions, various therapy routines, snack, play and meal times using sign, gesture, vocalisation, voice recognition, Big-Macs to recognise, greet and respond to other familiar people.
2. Using verbal prompts/pictorial/symbol timetable, PECs or objects of reference to prepare for and anticipate participation in familiar activities with familiar people - this can be extended to prepare learners for meeting/encountering unfamiliar people in unfamiliar surroundings to participate in unfamiliar activities and events.
3. Making photo charts, displays or photo-books of familiar people to use in recognition activities and games - extended to making deliberate gestures, vocalisations leading to learning and using sign-names (Makaton/Signalong).
4. Making wall displays and maps based on orienteering and associated activities such as travelling between usual classroom and other parts of school where specific activities take place.
5. Art, Design & Technology and Food Technology activities where learners explore, choose and use materials and equipment to make objects.
6. Finding and seeking activities and games in which learners have to identify and locate people and objects, e.g. simplified, differentiated versions of hide and seek, hunt the thimble, etc.

**Task 2 : PEOPLE AND PLACES**

1. Visits to the classroom by people who work in other parts of the school or in the wider community, e.g. performers and artists, emergency services and health workers, specialist craft and trade workers such as chefs, gardeners and animal keepers - visitors would be the focus of a shared activity in which learners would participate, e.g. taking part in a music-making session with a visiting musician or participating in a gardening and planting activity with a visiting gardener - making a record (video/photographic diary).
2. Reciprocal visits by the learner to the visitor's place of work to take part in further shared activities - making a record, e.g. video/photographic diary.
3. Taking part in inter-school or inclusion events such as sports meetings, swimming, regular inclusive education sessions either in school or at another establishment.
4. Community-based activities such as regular or one-off visits to local amenities, e.g. the local park, library, museum and shops.
5. Making wall displays and maps based on orienteering and associated activities such as travelling between school and other venues.
6. Recall, re-count and recognition activities based on people encountered, events attended/participated in and objects/equipment handled/used.

## **2. Ways of demonstrating that the criteria have been met**

Transcripts with or without evidence, as applicable.

- Video clips, annotated photographs of learner's participating in activities or demonstrating achievement of learning outcomes.
- Witness testimony matched to learning outcomes/assessment criteria from appropriate adults who have worked with the learner.
- Records of achievements/outcomes attained from individual learning programmes or structured learning schemes.
- Samples of written (including writing, mark-making, drawing, symbol placing, printouts from IT learning activities) outcomes of task and learning activities related to the unit learning outcomes and assessment criteria.

## **3. Resources**

[www.tes.co.uk/resources](http://www.tes.co.uk/resources)

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

[www.senteacher.org](http://www.senteacher.org)

4. The following set of transcripts is an example of how the 'My World unit' can provide opportunities for assessing and accrediting the specific units.



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

Learner's Name: Erin Brown

ULN/UCI

**QCF Title & Ref. No.:**

- 6077 Engaging with the world around you: people  
6078 Engaging with the world around you: events  
6079 Engaging with the world around you: objects

### DETAILS OF LEARNER'S ACHIEVEMENTS

**Engaging with the world around you: people**

**L.O.1. Interact with people**

**A.C.1.1 Engage with people**

Erin has taken part in sensory music and light sessions on a daily basis with her one-to-one support worker. She recognises her supporter's voice and shows this by smiling and turning her head towards her supporter when she hears her voice. In the morning greeting session in class, Erin shows pleasure and, occasionally, recognition when she hears her name called. Erin displays varying degrees of alertness throughout the day which makes her response and recognition of even very familiar adults inconsistent

Achievement Continuum Stage: 1-2 Encounter/Early Awareness

**Engaging with the world around you: events**

**L.O 2. Interact with events**

**A.C. 2.1 Engage with events**

Depending on her level of alertness, Erin shows awareness of change taking place when she is being changed ready for her twice weekly hydrotherapy session. She reacts with momentary pleasure and anticipation when she feels a fine spray of warm water on her hands and face. This is used as a sensory prompt alongside signs, words and symbols to prepare her for hydrotherapy sessions. Once in the pool, Erin accepts being supported in a safe hold and tolerates her limbs being moved as part of her hydrotherapy programme.

Achievement Continuum Stage: 1-2 Encounter/Early Awareness

**Engaging with the world around you: objects****L.O. 3      Interact with Objects****A.C. 3.1      Engage with objects**

As part of her programme to recognise familiar, significant adults Erin has demonstrated that she can, on occasion recognise people such as her parents, teacher, support worker when she is presented with a photo-card of the person which has a pad of textured material stuck underneath the photograph. This is used simultaneously with the person greeting Erin, saying their name and who they are and passing Erin's hands over the surface of the material. Using these objects of reference she is more consistent in recognising her parents and support worker than other familiar adults. The materials used are: a velvet strip for Dad, a furry strip for Mum and a strip of bubble-wrap for Jackie, her support worker. Objects of reference are also used with Erin to signal change of activity/location such as going to sensory play – a 'shake & glow' tube, hydrotherapy – a spray of warm water, a leather strip – getting ready to go home or on a minibus trip (Erin needs to wear a specialised safety harness in order to travel safely). She tolerates these objects being placed in her hand and will occasionally grasp them and attempt to explore them with hand-over-hand support.

Achievement Continuum Stage: 1-2 Encounter/Early Awareness

**General Comments**

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

**C. Theme : ALL ABOUT ME**

This Theme can encompass the L.O.s and A.C.s for units 6061 6063 6074

**1. Sample Tasks**

These should be adapted to suit the learner and to be appropriate, relevant, suitably challenging and sensitive to the individual and will contribute evidence to all three units. Assessment criteria should be achieved through the process of making the Communication Passport and/or Person Centred Plans, for example, in addition to using the products themselves. The 'PCP' does not have to be in book form, but could be presented as a PowerPoint presentation for a Transition meeting, for example. They should be produced in a way that is meaningful to the learner. It is anticipated that the combined project is most likely to suit learners working from the Interest stage of the Achievement Continuum.

**Task 1 :**

Communication Passports; Person Centred Plans (PCP); Personal Portfolio; 'About Me' game; 'All about me' communication box; Talking photo album.

1. Learners will, with support, make one or more of the above that will contain information about themselves, their family and those important people around them. These will also show, as appropriate, any groups that they belong to. Information identified through the assessment criteria (and suggested below) may prompt activities and provide information to include that will be useful for the learner to share with others e.g. relatives, peers, teachers, youth workers, people in future settings, their multi- disciplinary team.
2. At the lower end of the Learning continuum the communication passport will provide a tool to engage with others and share information and can be a valuable home-school link. The PCP reflects greater self-awareness and participation in planning for the future though can be at a simple level (e.g. Future - I want to swim; I want to cook;) or complex (I want to go to a residential college; I want to study photography and drama; I want to live in supported accommodation).

**Task 2 : INTERVIEWS**

Learner to be the interviewer and interviewee,(as appropriate or could be peer or staff member). Questions can be closed, e.g. Is your name Laura? Do you like...? Have you got a brother? Or have suggested answers (Which is the best swimming or physiotherapy ?). Questions can be prepared and on communication aids. They can feed info back to the group e.g. 'This is Sue, she has a sister, she likes swimming', etc

**Task 3 : SHOW LIKES AND DISLIKES**

Make a collage; make an interest book; make an interest box for break-times; show choice making in activities

#### **Task 4 : KEEPING SAFE**

Photographs and or social stories: show how the learner knows how to keep themselves safe.

Look at images of people taking risks; show how learner can keep safe e.g. wearing a seat belt, using a handrail, washing hands ; recognising signs e.g. fire exit; use role play / puppets to show awareness of danger in a safe situation (scenarios to be relevant) ; listen to a talk from the police on crime; watch a fire safety DVD; take part in a fire drill; explore ways of keeping safe and be involved in recognizing hazards, participate in making a safety rules poster use for the class, school, home, young person. Experience/explore why people take risks through puppet play/role-play, gain experience in showing when they feel at risk, saying 'no' and the importance of telling a responsible adult. Show how the learner practices what they have learned and keeps safe – riding hat, washing up to kill germs; safety routines; crossing roads.

#### **Task 5 : MY HEALTH AND WELL-BEING - KEEPING MYSELF HEALTHY**

- Produce a photographic diary/checklist/communication book/PowerPoint presentation/collage of ways in which the learner keeps healthy. This can be part of the Communication Passport or Person Centred Plan.
- Finding out about own health e.g. cerebral palsy- information from Scope, websites, parents.
- A role play/puppet show that shows dangers to health and the learner responding appropriately – being offered cigarettes.
- Physical health and well being: physiotherapy, swimming, PE, bike riding, complimentary therapies, wearing splints; standing frames.
- Making healthy choices e.g. food, exercise, not smoking.
- Healthy routines e.g. washing hands before eating; washing up; taking medicine.
- Cognitive and emotional health and well being – collage of things that make the learner feel good, relaxed, ways of reducing anxiety, etc.

#### **2. Ways of demonstrating that the criteria have been met**

Transcript with or without evidence as applicable

Assessment requires a written testimony transcript that shows a variety of experiences which may include incidental, routine and curricula activities and which provides clear evidence of achievement of the learning outcomes and assessment criteria in the educational setting, community and/or home/residential setting.

- Video clips, annotated photographs of learner's participating in activities or demonstrating achievement of learning outcomes.
- Witness testimony [matched to learning outcomes/assessment criteria]from appropriate adults who have worked with the learner.
- Records of achievements/outcomes attained from individual learning programmes or structured learning schemes.
- Samples of written (including, writing, mark making, drawing, symbol placing, printouts from IT learning activities) outcomes of task and learning activities related to the unit learning outcomes and assessment criteria – signposted to linked units as appropriate.

### 3. Resources

Required resources depend on the approach to the units and the following are suggestions only.

[www.tes.co.uk/resources](http://www.tes.co.uk/resources)

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

[www.senteacher.org](http://www.senteacher.org)

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools)

[www.inclusion.com](http://www.inclusion.com) for information on Person Centred Planning; Planning Alternative Tomorrows with Hope (PATH); MAPS; Essential Life Style Planning and Personal Future Planning.

Useful information e.g. about 'All about Me' type work books, activities and relevant.

Information can be sourced at: Foundation for People with Learning Disabilities ('The Personal Planning Book' by McIntosh and Whittaker); MENCAP; British Institute of Learning Disabilities [www.bild.org.uk](http://www.bild.org.uk) and Scope; 'Listen to me' .

[www.helenanderson.co.uk](http://www.helenanderson.co.uk); 'Thoughts about my Life' by Manning, Reale and Smull [www.merrypublications.com](http://www.merrypublications.com) PSHE books which tackle difficult topics sensitively using social stories in symbols' pictures. Stories and work books can be downloaded and adapted to provide bespoke resources if 'Communicate: in Print 2' is installed on the computer.

Photographs of learner, family, friends, people 'around' them, clubs/groups they belong to.

Mirrors.

Web guidance or support from speech and language therapist on Communication passports.

Visits from past pupils; speakers on person centred plans; visits to post school settings .

Images of people taking risks.

Dolls/ figures; people, photos, words, interactive ICT programs enabling sequencing stages of growth e.g. baby, girl, woman.

Safety items e.g. cycling hat, oven gloves, hoist and sling.

Speakers and resources linked with raising awareness of dangers of drinking alcohol, smoking, drug use poor diet, lack of exercise, unprotected sex; stranger danger. Fire drill.

Problem pages from young people's magazines; newspaper articles e.g. Knife crime.

Ben Kinsella; young people missing; pupil scenarios for role play, puppets. Camera.

4. The following set of transcripts is an example of how "All about me" can provide opportunities for assessing and accrediting specific units. Examples of learners working at different developmental stages are given.



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

Learner's Name: Cerys

ULN/UCI

QCF Title & Ref. No.:

'All about me'

6074 Developing Self Awareness

### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6074</b>	<b>Developing Self-Awareness</b>
<b>L.O.1.</b>	<b>Be aware of themselves as an individual</b>
<b>A.C.1.1</b>	<b>Recognise what makes them individual</b>
<p>Cerys is able to look at photographs and fleetingly focus on photographs of herself, particularly on the computer screen, 'There's me'. She shows interest in her own reflection, pushing her face closer to the mirror and saying 'Look at me, Look at my face' to the teacher as she smiles at her reflection. She knows her name when spoken and was able to sort photos of herself from those of 3 of her class friends. On her visual timetable is a symbol of a girl with dark hair. Cerys is familiar with this and when she sees the symbol says 'me..me turn'. Cerys has enjoyed working on her Communication passport and has responded to straight forward questions and these have been recorded in her Passport e.g. her name, sisters name, parents name. Cerys has made a collage of her likes e.g. fish, melon, swimming, rebound, coconut hand cream, cooking, walking her dog and stories - taking her ideas from a choice of symbols and spoken cues.</p> <p>In her interview with her friend, Cerys answered simple questions about her family and home and delighted when her friend introduced her to the class in circle time and told them about her. She was excited, clapped her hands saying ' Me clever'!.</p> <p><u>Achievement Continuum : 7 Exploration</u></p>	

<b>6074</b>	<b>Developing Self-Awareness</b>
<b>L.O.1.</b>	<b>Be aware of themselves as an individual</b>
<b>A.C.1.1</b>	<b>Express their individuality</b>
<p>Cerys is expressive when in the company of others and is a positive and enthusiastic learner. She expresses her pleasure and excitement vocally and with a broad smile. Her response to uncertainty is to repeat familiar phrases and stories. Cerys is being encouraged to show how she feels by using her emotions page in her communication book which she points to and she is points to, 'I want to talk' speaking it as she points. LSAs now reinforce how she is feeling to develop her understanding.</p> <p>Cerys calls members of staff by name when she wants attention, to draw their attention to something she has done, "look, look Shelly, look at my face" when she wants people to notice she is smiling i.e. liking an activity e.g. painting.</p> <p>Cerys request items e.g. food, in the canteen using sign and speech and makes healthy choices and does this on a daily basis.</p> <p>Cerys communicates information about herself in response to questions e.g. are you tired after swimming 'Yes'</p> <p><u>Achievement Continuum Stage: 8 Initiation</u></p>	

<b>6074</b>	<b>Developing Self-Awareness</b>
<b>L.O.1.</b>	<b>Be aware of themselves as an individual</b>
<b>A.C.1.1</b>	<b>Recognise what makes them individual</b>
<p>Cerys recognises her class members and is able the name most of those who work in class on a regular basis. She particularly likes the using her communication book to share with her friends. 'Who's that?' she will ask pointing to a photo. Cerys knows that she is a member of the class and the riding group, by putting up her hand she also knows her registration class.</p> <p><u>Achievement Continuum Stage: 8 Initiation</u></p>	

### General Comments

Cerys is gaining confidence and has benefitted from working on this unit, especially making her communication passport. It has prompted more effective communication with her peers and has enabled her to share her likes and dislikes. She has participated in a variety of activities about herself and her 'all about me' booklet and has used photographs, symbols, Makaton and speech.

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

**Learner's Name:** Chloe

**ULN/UCI**

**QCF Title & Ref. No.:**

'All about me'

6061 Developing Independent Skills: Keeping safe

### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6061</b>	<b>Developing Independent Skills</b>
<b>L.O.1.</b>	<b>Know that it is important to keep themselves safe</b>
<b>A.C.1.1</b>	<b>Recognise key factors in keeping themselves safe</b>
<p>Chloe has began to show interest in images of people taking risks through photographs, downloads and she has undertaken supported participation in role play with visual and verbal cues. Chloe showed interest in keeping herself safe and was able to leave the building in a fire drill with support. She appeared to smile when images of her group's safety poster were shown to the class. She has tried on safety garments provided by the caretaker and particularly liked the reflective stripe on his waistcoat and now carries a cycling band to wear home. Chloe enjoyed a game where the teacher acted and left hazards to be spotted by the class. She has also enjoyed puppet play where the puppet child is encouraged to smoke but they refuse. Chloe listened to a presentation by the police to Year 7 on the danger of drinking alcohol. Chloe has made a small booklet (A5) showing the ways in which she keeps safe which she keeps in her 'All about Me' box and which she looks at for short periods of time.</p>	
<p><u>Achievement continuum : Stage 4 Supported participation</u></p>	

### General Comments

Chloe is has shown interest in the activities and has gained confidence both in school and in the community. She has encountered a range of images showing talking risks and has shown interest in some of these. She has been supported to participate in a variety of activities to develop her understanding of safety and safe practice. Her acceptance of support has increased and her co-operation and engagement skills show progression.

Teacher: A Teacher

Date: 03/40/10

External Moderator: Julie Gibbs

Date: 08/06/10



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

Learner's Name: Ben

ULN/UCI

#### QCF Title & Ref. No.:

'All about me '

6063 Developing independent living skills: being healthy

#### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6063</b>	<b>Developing Independent Skills : being healthy</b>
<b>L.O.1.</b>	<b>Be involved in keeping themselves healthy</b>
<b>A.C.1.1</b>	<b>Take part in activities that contribute to keeping themselves healthy [p1]</b>
	Ben has accessed role play and activities which show dangers in a safe environment. He remembered that he should say 'No' when offered a cigarette and smiled when the group cheered at his response. He is accepting the support of others to keep healthy and tolerates a personal care routine and wearing of hand splints more willingly. He listened to the school nurse talking about the dangers of smoking and drinking alcohol.
	Ben has followed simple instructions to act healthily (e.g. guidance from a physiotherapist to use standing frame) He now has a loud timer to show when he has been in his standing frame for 25mins and this half term has built up his time by 5 minutes. He is very proud of this, responding well to praise.
	Ben has made choices to be healthy e.g. he decided to join the wheelchair dancing club this half term. He is enjoying choosing and eating healthy lunches with support, regularly choosing fruit as his preferred dessert - 'or I be fat!' he says.
	A collage has been made by Ben of the things that make him feel 'happy and tired' i.e. relaxed. He chose images from catalogues of a bed, photographs of the multi sensory room, hand cream representing massage, swimming and after listening to 3 different songs decided quiet music and 'little' lights were best.
	<u>Achievement continuum Stage 6-7 Development-Exploration</u>

#### General Comments

Ben has developed his understanding of health and well-being through a variety of activities. He has particularly enjoyed role play and the work on hazards to health e.g. smoking, drinking alcohol. He has become more aware of what helps him relax.

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

**D. Theme : COMMUNICATING WITH OTHERS**

This theme can encompass the Los and ACs for units 6051, 6052, 6053 and 6054

**1. Sample Tasks**

**Task 1 : SOCIAL INTERACTIONS**

(Involving the learner in meeting and interacting with known and unknown people in familiar and unfamiliar surroundings)

1. Morning greeting and end of day farewell routines in class.
2. Sharing snack time - eating together - communicating preferences and choices, turn taking, asking for things.
3. Organising a class event in which others are invited to share (e.g. a play session, meal, fund raising event) using activities to enable learner(s) to follow and give instructions, initiate interaction.
4. Inviting visitors to event - meeting and greeting and giving personal information (name, age, showing favourite work, things/activities in class) making invited and advertisements.
5. Producing an 'All About Me' information sheet/poster/booklet (e.g. including likes, dislikes, favourites, significant people) using ICT, photographs, writing with symbols - possibly extended to a 'who's who in our class' display to which the learner contributes.

N.B. SAFEGUARDING - HOME CONTACT DETAILS SHOULD NOT BE USED.

6. Structured language activities where the aim is to encourage learner to give personal information and ask the same from others.

**Task 2 : STORY WORK**

(Fictional/factual narrative of any genre)

1. Shared story telling - participation and response (e.g. vocalising, signing, pointing, presenting, touch screen, switches and Big-Macs to contribute by activating sounds, words, images) using big books, video clips, interactive board, puppets, objects of reference.
2. Creating an individual or group story based on real or imagined events involving the learner(s).
3. Art and recorded sound/music making use of ICT to produce pictures, photographs, posters, soundtracks linked to the story.
4. Structured language/communication activities linked to the theme of the story (e.g. making use of DLS, speech therapy programmes and individual plans, word/signing activities).
5. Word activities and games based on the story which involve turn taking, paying attention, following instructions, asking and responding to questions - making use of ICT where appropriate.
6. Acting out/role playing the story in movement and sound - making a video/photo-play - sensory play/drama - operating sensory studio equipment through ICT.

## **2. Ways of demonstrating that the criteria have been met**

Transcript with or without evidence as applicable

- Video clips, annotated photographs of learner's participating in activities or demonstrating achievement of learning outcomes.
- Witness testimony matched to learning outcomes/assessment criteria from appropriate adults who have worked with the learner.
- Records of achievements/outcomes attained from individual learning programmes or structured learning schemes.
- Samples of written (including, writing, mark making, drawing, symbol placing, printouts from IT learning activities) outcomes of task and learning activities related to the unit learning outcomes and assessment criteria – signposted to.
- linked units as appropriate.

## **3. Resources**

[www.tes.co.uk/resources](http://www.tes.co.uk/resources)

[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)

[www.senteacher.org](http://www.senteacher.org)

4. The following set of transcripts is an example of how "Communicating with others" can provide opportunities for assessing and accrediting specific units



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

Learner's Name: Jody Albright

ULN/UCI

**QCF Title & Ref. No.:**

- 6051 Developing communication skills  
 6052 Developing reading skills  
 6053 Developing writing skills  
 6054 Developing ICT skills

### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6051</b>	<b>Developing Communication Skills</b>
<b>L.O. 1</b>	<b>Listen and respond to other people</b>
<b>A.C. 1.1</b>	<b>Show understanding in his/her response to what they have heard</b>
<p>Jody can listen attentively for periods of up to a minute to familiar stories and rhymes she has heard on a number of occasions. With support she can remain focused for up to 5 minutes. She anticipates characters and events being mentioned and signs names of people and places as they occur. She also vocalises these. She will also point to characters in illustrations when requested and can signal yes or no to simple questions about the characters. She signals recognition of tones of voice and expressions with characters by signing and vocalising names.</p>	
<p><u>Achievement Continuum Stage: 4-5 - supported participation/active involvement</u></p>	
<b>L.O. 2</b>	<b>Speak (or use other means) to communicate with other people</b>
<b>A.C. 2.1</b>	<b>Use words, signs, phrases, objects or symbols to communicate</b>
<p>In routine social occasions such as daily morning greeting and at snack time, Jody consistently and accurately signs and vocalises greetings and the names of all her class mates and teachers. She greets less familiar adults and learners confidently if they initiate the contact. At snack time communicates (when asked) her choice of drink and snack accurately by signing clearly and vocalising short phrases beginning 'I want' [choice] 'please'.</p>	
<p><u>Achievement Continuum Stage: 5-6 - active involvement/development</u></p>	
<b>L.O. 3.</b>	<b>Engage in discussion with other people</b>
<b>A.C. 3.1</b>	<b>Share ideas or preferences with others</b>
<p>In role play and drama activities Jody can, with support, choose from a collection of dressing up clothes her costume for a character she is going to play. She does this by signing, vocalising and pointing to her choices using the phrase models: 'I (am)' [character] followed by 'I want' [costume item] 'please'. With support Jody also focuses on large images of the character she is going to play and can respond through signing and vocalising to simple questions such as 'who is this?' - 'Is he/she happy or sad?'. She can also comment on, through signing and vocalising, her classmate's choice of costumes e.g. 'John (looks)' 'funny' - 'Kerry (is wearing)' '(a) red dress'.</p>	
<p><u>Achievement Continuum Stage: 5-6 - supported participation/active involvement</u></p>	

<b>6052</b>	<b>Developing reading skills</b>
<b>L.O. 1.</b>	<b>Show some interest in reading</b>
<b>A.C. 1.1</b>	<b>Demonstrate an interest in texts</b>
<p>Jody participates in shared stories either using Big Books or Interactive Whiteboard presentations. She demonstrates interest in the text by following the pointer or light pen. When sharing familiar stories or poems she can vocalise or sign the names of characters or places if given a silent prompt. She engages in individual shared reading with an adult by choosing the book, page turning and pointing to and signing and vocalising things she recognises. Her preferred texts are books and magazines with pictures of her favourite 'girl bands'. She will seek these out actively from a pile of magazines and comics placed on her work tray.</p>	
<u>Achievement Continuum Stage: 3-5 - interest/supported participation/active involvement</u>	
<b>L.O. 2</b>	<b>Show some response to reading</b>
<b>A.C. 2.1</b>	<b>Demonstrate some understanding of what is being read.</b>
<p>When engaged in reading activities either from books or the Interactive Whiteboard, Jody demonstrates her understanding of what is being read by naming (signing and vocalising) names and what is happening in simple situations e.g. when supported in reading a book about the weather she will sign and vocalise 'raining' - '(the) boy (is) wet'.</p>	
<p>In social situations such as snack time, Jody can read PECs phrases formed by other learners to find out what they want to eat and drink e.g. 'I want'-'Juice (and) Biscuits'-'please' and, with hand over hand support, can serve them correctly</p>	
<u>Achievement Continuum Stage: 4-6 - supported participation/active involvement/development</u>	
<b>L.O. 3.</b>	<b>Recognise objects and symbols</b>
<b>A.C. 3.1</b>	<b>Match objects to symbols, letters or words</b>
<p>In word level activities based on shared stories and factual texts, Jody can consistently and accurately complete name card to character/object puzzles. She requires physical support to do this but she initiates and leads the movement. With support, she can successfully play 'Snap' games using images and PECs symbols recognising and vocalising when she has made a match. She requires an adult to hold and place the cards for her.</p>	
<p>Jody also consistently and successfully uses symbols from her pictorial timetable to locate and identify the various rooms in school where specific activities take place. She does this by having the symbol placed in front of her on her work tray and vocalising when she has found the matching symbol (writing with symbol) at the entrance to the particular room</p>	
<u>Achievement Continuum Stage: 4-5 - supported participation/active involvement</u>	

<b>6053</b>	<b>Developing writing skills</b>
<b>L.O. 1.</b>	<b>Be aware that marks, symbols, signs or words have meaning</b>
<b>A.C. 1.1</b>	<b>Recognise that meaning can be conveyed by marks, symbols, signs or words</b>

Jody can, with physical support, consistently and accurately point out the letters that make up her first name. She can also order these correctly but requires physical support to hold and place the letter cards. With hand over hand support she can make rough letter shapes over the letters of her first name. She is, with prompts and physical support arrange simple pre-printed greetings in the correct order to create the text for cards for occasions such as Mothering Sunday, birthdays and Christmas.

Achievement Continuum Stage: 3-5 - interest/supported participation/active involvement

<b>L.O. 2</b>	<b>Be able to use marks, symbols, signs or words to communicate</b>
<b>A.C. 2.1</b>	<b>Communicate using marks, symbols, signs or words</b>
<p>Jody can form simple accurate PECs phrases (simple pictures with words) to communicate her choices at snack time and when deciding on play activities. She can also form simple PECs phrases to express how she feels e.g. 'I (am)'-'hungry/thirsty'. She can also arrange PECs symbols in the correct order on her pictorial timetable to demonstrate that she knows what will be happening during her school day.</p> <p>Jody can over-copy with physical support single, simple, familiar words, by fist-grasping a chunky crayon. She can use the same technique to over-copy captions to picture stories and demonstrates that she knows what her marks mean by signing back to the adult working with her.</p> <p><u>Achievement Continuum Stage: 4-6 - supported participation/active involvement/development</u></p>	

<b>6054</b>	<b>Developing ICT skills</b>
<b>L.O. 1.</b>	<b>Use ICT to control the environment</b>
<b>A.C. 1.1</b>	<b>Effect change in their own environment, using ICT</b>
<p>In shared story activities in the sensory studio Jody can, without support, punch big switches to operate slide shows, lighting effects, fans and sound effects on a given prompt to help create the correct effect and environment. When travelling around school she can open and close electrically operated doors by punching a big switch and can wave her hand intentionally in front of an electronic sensor pad to operate a toilet flush and wash-basin tap.</p> <p><u>Achievement Continuum Stage: 4-5 - supported participation/active involvement</u></p>	
<p><b>L.O. 2</b></p> <p><b>Use ICT as a source of information</b></p>	
<p><b>A.C. 2.1</b></p> <p><b>Gain information through ICT</b></p>	

By using the appropriate overlay on a concept keyboard, Jody can consistently select the correct writing with symbols to match to screen images of known characters and events in familiar stories and rhymes when prompted to do so. She can also, with physical support, use a touch screen to operate word (writing with symbols) and object finding games. To do this Jody follows a verbal and signed prompt and then initiates and leads the movement but requires physical support to complete it.

Achievement Continuum Stage: 4-6 - supported participation/active involvement/development

<b>L.O. 3. Communicate using</b>
<b>A.C. 3.1 ICT Use ICT to communicate or to augment or enable communication</b>
<p>Although Jody is a competent and developing signer and vocaliser she requires at times to make simple requests and conveys messages to unfamiliar adults who do not sign. To achieve this she uses pre-recorded messages on a series of Big-Macs – or if positioned at a PC will select voice messages from a pre-set concept keyboard overlay e.g. 'Hello, my name is Jody' - 'What's your name? Jody will initiate this unprompted. She has also been able, with prompt and support, to use a concept keyboard to produce a pen picture of herself, using a Writing-With-Symbols keyboard, writing her name, age, her favourite activities, girl bands and the foods she likes and dislikes. She also, with support, wrote a brief description of her family and friends</p>
<p><u>Achievement Continuum Stage: 4-6 - supported participation/active involvement/development</u></p>

### **General Comments**

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

**E. Theme: SHOWING WHAT I CAN DO**

This theme can encompass the L.O.s and A.C.s for units 6072 and 6073

**1. Sample Tasks**

Tasks specific to '**Dealing with problems**':

Routine activities e.g. lunch time, leisure activities, inclusive activities, Recognising problems of access, change over times between activities; not knowing what to do next e.g. Design and Technology , art, new game; singing/music activities, going on trips, directed sensory play, drama, therapy programs, work experience, PE, science.

Tasks specific to '**Following instructions**'

Following spoken, sign, photographic, symbol or written instructions; give a message; make something; follow health and safety rules; undertake a routine activity e.g. make a snack, put a coat away; follow procedure throughout the day in the classroom or another environment.

**The two units can be covered individually or in combination. The learning can be achieved through cross-unit and cross-curricula activities. An example of this is shown below:**

**Summary of task: Be involved making multi sensory resources and to participate in a story or drama with a personal and/ or local to global theme.**

**Example: 'Where the Forest meets the Sea' by Jeannie Baker.**

"My father says there has been a forest here for over 100 million years", Jeannie Baker's young protagonist tells us. We follow him on a visit to the tropical rainforest in North Queensland, Australia. The book takes the reader on a journey to an exotic, primeval wilderness that, like so many others is being threatened by civilisation.

This covers ecological issues and caring for the environment in the context of a young boy and his father that can be accessed at all developmental levels through a multi-sensory approach.

There is useful information on the internet to support this theme  
[www.jeanniebaker.com](http://www.jeanniebaker.com)

**Suggested tasks:**

1. Introductory activities to prepare the story area.
2. Multisensory activities associated with the rainforest.
3. Telling the story through multi sensory activities and role play.
4. Make a film, photo story, talking book; PowerPoint, comic using ICT program such as 'Comic Life'. Self and peer evaluation as appropriate during or at the end of the tasks.

**Resources: Big Book, DVD**

**Introductory activities:**

Watching DVD of story; Rainforest DVD- internet clips

Pictures of rainforest, wild life programmes

Visits to zoos, botanical gardens, pet shops, reptile houses

Australian animals- pictures and sounds

Australian music – aboriginal, thematic, current

Maps and globe, [www.googleearth.com](http://www.googleearth.com)

## **Making a multi-sensory rainforest area showing layers of the forest**

<b>Art</b>	Cheese plant paint prints; giant leaf collage; giant tree trunk to climb inside, aboriginal printing, waterfall, making a sensory trail to the story area; using natural materials to make a collage, fish puppets; bark rubbings; sea pictures using materials found on shore.
<b>Music</b>	Musical instruments to make forest sounds e.g. rain, waterfall; Australian music e.g. Aboriginal; songs, rhymes linked with theme; songs on communication aids, single switch.
<b>ICT</b>	Sounds to match with photographs of Australian animals on single switch communication aides e.g. Big Macs, computer drawing pictures of the sea, making jigsaws of Australian animals, making matching games, research on Australian animals e.g. <a href="http://www.enchantedlearning.com">www.enchantedlearning.com</a>
<b>English</b>	Accessing story through multi-sensory resources; suitable objects of reference, sights, sounds, tastes, smells, textures, symbols, photographs, written words. Suitable matching games. Dressing up clothes and props e.g. boat; role play e.g. fishing, hunting.
<b>Trips</b>	Travelling on a boat e.g. as appropriate: a large float in a pool, inflatable boat.
<b>Geography</b>	Tides – local tides and 'creeks' linked to local facilities and the creatures they would encounter; threats to the rainforest e.g. deforestation, global warming, endangered creatures covered through role play; look at natural and man-made environments; finding sources of help in looking after the environment and recycling.
<b>Maths/English</b>	Picture map or graphs of events, sequence of events, make a fishing game, hiding figures: sand play; shell printing; shells and stone sorting; counting.
<b>Science</b>	Mini beasts; habitats; animals and environments; litter on beach, litter in school; care of resources including waste disposal; our environment, looking after it, recycling; camouflage; experiments with decomposition of materials; visit to recycling centre/ land fill.; making boats from different materials and testing if they float or sink.
<b>PSHE</b>	Personal and shared values to looking after immediate environment, recycling in the classroom; staying safe; family relationships; group activities.

**NB The four tasks through this cross-curricular theme should provide opportunities for achievement of all outcomes for the two specified units and many other units across the learning continuum.**

## 2. Ways of demonstrating that the criteria have been met

Transcript with or without evidence as applicable

- Video clips, annotated photographs of learner's participating in activities or demonstrating achievement of learning outcomes.
- Witness testimony [matched to learning outcomes/assessment criteria] from appropriate adults who have worked with the learner.
- Records of achievements/outcomes attained from individual learning programmes or structured learning schemes.
- Samples of written (including, writing, mark making, drawing, symbol placing, printouts from IT learning activities) outcomes of task and learning activities related to the unit learning outcomes and assessment criteria – signposted to linked units as appropriate.

## 3. Resources

[www.tes.co.uk/resources](http://www.tes.co.uk/resources)  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)  
[www.senteacher.org](http://www.senteacher.org)

'Drama for very special people: A practical approach' Flo Longhorn.

'A Feast of Music: Music and Drama for all' Diane Haylor, Sue Bradshaw with Flo Longhorn.

Thematic stories that lend themselves to a multi-sensory approach. Scenes from plays or elements of stories can make them more accessible.

e.g.

'Where the Forest meets the Sea' Jeannie Baker      }      *environmental*

'The Great Kapok Tree' Lynne Cherry

'The Fire Children' Eric Maddern West African creation folk tale.

'Bombs and Blackberries' Julia Donaldson WWII play.

'The Golden Goose' James Mason Play set in ancient Egypt.

'Joseph and his Technicolour Dreamcoat' Andrew Lloyd Webber and Tim Rice.

'Oliver Twist' Charles Dickens.

'Macbeth' and 'Romeo and Juliet' William Shakespeare.

Child protection posters e.g. Childline.

In addition to the thematic approach the following resources enable more specific learning activities that may be appropriate:

People who help us websites.

Emergency services information, visits.

Stranger danger e.g. Kidscape.

Teenage magazine problem pages.

Problem scenarios for role play.

Social stories Carol Gray [www.thegraycenter.org](http://www.thegraycenter.org)

Awareness of own condition – e.g. Scope to find out about cerebral palsy.

Stories with a moral.

4. The following set of transcripts is an example of how "Showing what I can do " can provide opportunities for assessing and accrediting specific units.



## PERSONAL PROGRESS QUALIFICATION

### Entry 1

Learner's Name: Claire

ULN/UCI

QCF Title & Ref. No:

6072 Dealing with Problems

#### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6072</b>	<b>Dealing with problems</b>
<b>L.O.1</b>	<b>Be aware of problems when they arise</b>
<b>A.C. 1.1</b>	<b>Recognise when they have a problem</b>
<p>Claire has made progress in responding to problems and is far less frustrated when encountering a problem when working with people she knows well. Claire made repeated attempts to paint a large leaf which kept curling. She expressed frustration by groaning and paused, watching other group members working across the table, clearly understanding that she had a problem. She acknowledged that she needed a strategy and said to a LSA, "It's not working". She was encouraged to watch another pupil who had a support assistant helping. She watched for a few moments and asked 'Will you help?', motioning holding down the leaf to the support assistant. With this physical support the problem was solved. Claire was pleased with the result and delighted when it was used to make the rainforest area.</p>	
<p><u>Achievement Continuum Stage: 9 Consolidation</u></p>	

<b>L.O. 2</b>	<b>Come up with a solution</b>
<b>A.C. 2.1</b>	<b>Identify sources of help</b>
<p>Claire was asked to make some aboriginal art for display. She was asked who could help her- someone at home or someone at school. She chose someone at school, by nodding at the spoken work. She looked at photographs of school staff and was prompted to think about the best person to help with art. Who was good at painting? She chose the art teacher. Claire went to the art teacher with a request on a Big Mac communication aid. With a brief prompt Claire pressed the switch, "Please do you have any pictures of Aboriginal art?" The art teacher was very enthusiastic and provided Claire with a book of aboriginal pictures and a website address. Claire was excited to bring these back to class. She was supported to look at these and to show the class images on the website and in the book. She selected a picture of a lizard which printed with help. With support the outline was chalked onto a large stone and Claire was assisted hand-over-hand to draw the outline with her finger.</p>	
<p><u>Achievement Continuum Stage: 9 Consolidation</u></p>	
<b>A.C. 2.2</b>	<b>Select a solution</b>
<p>Claire had made a computer picture using a paint program. She pressed the print symbol on the touch screen and was disappointed when the picture didn't print, demonstrating an understanding of cause and effect of her own action. She is familiar with using the computer and knew that the printer needed paper. She pointed to the printer, looked towards a familiar support assistant and said 'paper' as a request. This showed a significant growth in confidence in recent months. The teacher instructed her to get paper out of the cupboard. She chose and brought out pink paper and was helped to load this. She pressed the print symbol with minimal help and watched the result. She groaned loudly, 'No like'. She was asked what colour she would like instead. 'No pink', recognising it was a problem. She was prompted to choose between green or white selected by the adult. She was encouraged to recognise that green would give an equally poor result. She chose white, showing <b>understanding</b> of the solution to the problem offered by the adult. She went on to print her picture successfully.</p>	
<p><u>Achievement Continuum Stage 10 Application</u></p>	

### General Comments

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

## Personal Progress Qualification

### Entry 1

Learner's Name: Tom

ULN/UCI

QCF Title & Ref. No.:

6073 Getting on with other people

### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>6073</b>	<b>Getting on with other people</b>
<b>L.O.1</b>	<b>Interacting with others</b>
<b>A.C. 1.1</b>	<b>Listen and respond to others</b>

Music of the rainforest was playing in the background. Tom and three learners from his class entered the rainforest area. Tom excitedly pressed a switch playing chirping insect sounds. He smiled and pressed it repeatedly, carrying the switch in his hand. Tom likes his personal space and chose to sit away from the others in the group, watching them slightly anxiously as they eagerly and noisily awaited the beginning of the story. The group were asked to settle and Tom focusing attention without prompting on the teacher as she began telling the story, handing around objects of reference. 'Who would like to sail the boat today?' the teacher asked. Tom repeatedly vocalised and pointed to himself with his index finger tapping his neck, his consistent sign for 'me'. The teacher handed Tom the boat. He smiled. She encouraged Tom to sail the plastic boat on a silk scarf trailing on the floor. He moved nearer the other learners to do this. 'Put the boat on the pretend water, Tom'. Tom responded to this request, moving it around, smiling as the teacher continued reading., looking at her and fleetingly at the others, enjoying the attention but not meeting their gaze. As that part of the story closed, he returned to seating, this time nearer the rest of the group. The activity closed with some questions linking the learners experience with the story. "The boy liked fishing with his dad", the learners were asked what they liked doing. One learner signed "shopping", Tom pointed to himself and vocalised. "Tom, you like shopping too?" Tom nodded enthusiastically.

Achievement continuum stage: Initiation-consolidation 8+9

#### A.C. 1.2 Communicate with others

Tom and the class entered the classroom and Tom sat slightly away from the class as usual though close to a familiar classroom assistant. The teacher went through the visual timetable with each pupil. "Tom, has your dinnertime finished?" she said using Makaton sign. She handed Tom the lunchtime symbol from the time table. Tom took it smiling and nodded, "Yes". The classroom assistant passed Tom's own green 'finished box; and he put it in without prompting. The 'Well done' session celebrates pupil success and was the next lesson. Reward charts were handed out; Tom clapped his hands excitedly and smiled at the teacher. The list of everyone's individual 'good work' was brought out and learner's names called out. Tom looked expectantly as pupils 'good work' was identified and stars given out. 'Tom, has a star for running on the treadmill and another star for taking turns in the shopping game'. Tom beamed. The assistant offered the sticky stars. 'Which colour?' she said and signed. Tom tapped the red column of stars with his index finger excitedly. 'Well done, Tom', the assistant said, "good running!" Tom nodded in agreement, saying "yeah, yeah". "You took turns too. Good work!" Tom pointed to himself again and vocalised, smiling. He was prompted to listen to the other pupils have recognition for their successes and the merit cards were put back on the wall. The teacher said, "I think it's time for the ..... (Pause)... (Tom stamped his feet on the floor as a sign of recognition of this routine).....the Well done song". The song was played in this simple, catchy song and learners joined in as appropriate. Tom joined in, swayed to the song, danced in his seat and stamped his feet to the music, laughing and hugged the classroom assistant as the music ended, clearly pleased with his success.

Achievement Continuum Stage Initiation-consolidation 8+9

<b>LO2</b>	<b>Take part in a group activity</b>
<b>A.C.2.1</b>	<b>Follow instructions</b>
<p>Tom played an animal sound matching game on a Go Talk 4 communication aid. There were two other pupils in the group. The instructions were given by a classroom assistant. 'When you see the same animal, press the sound'. Tom sat on a row of seats with one spare seat between him and the rest of the group, guided by verbal prompts from the familiar LSA.</p> <p>The group had different communication aids. The LSA held a picture of an elephant and a learner pressed aid with the matching picture. Everyone laughed at the sound and used Makaton to sign 'elephant', Tom making approximate signs. Next the teacher held a large toy crocodile, Tom was encouraged to look at the four photos on the GoTalk4. The LSA prompted looking at each, 'it's got big mouth and lots of teeth' she said motioning Tom to look hard. "Which one?" she encouraged him to chooses between a monkey and a crocodile. He listened, comprehending the simple instructions. He pressed the button and the crocodile roared. He pressed it again and again to keep the sound going, "Ahh –it sounds cross and a bit scary" the teacher said. The learners were encouraged to move their arms, snapping like a crocodile mouth. Tom snapped his hands and snapped them playfully towards the LSA as if he was attacking her. She laughed and pretended to be afraid which encouraged him even more.</p>	
<p><u>Achievement Continuum Stage: Initiation-consolidation 8+9</u></p>	
<b>A.C. 2.2      Accept, ask for or offer help</b>	
<p>Tom indicating a need for the toilet by using an approximate sign and then pulled on the sleeve of the LSA as a sign that the need was urgent. During break time he uses a communication aid with twelve set phrases for this activity. He sat around the table and looked at the teacher, 'drink, please'. A drink was served. 'Can I have yoghurt, please' he asked. "Yes, you can take one from the fridge". Tom went to the fridge and looked for the yoghurt, but clearly couldn't find it. He returned to the communication aid which he had left on the table and took it to the teacher and asked again, "can I have yoghurt, please", the teacher said. "Did you look in the fridge?" He nodded. "Do you need help" . He nodded again. Together they looked in the fridge and found yoghurt. Tom sat at his seat and began eating. "Is that nice?" asked the teacher. Tom nodded and put both his hands to his mouth and kissed them, his sign for 'thank you'.</p>	
<p><u>Achievement Continuum Stage: Initiation-consolidation 8+9</u></p>	
<b>A.C. 2.3      Engage in an activity involving 2 or more others</b>	
<p>A group of three learners were making music of the rainforest to dub over a photo story of the book 'Where the forest meets the sea'. 'The group had previously watched a dvd of the rainforest and listened to a rain forest CD. Tom and the group sat around a rectangular table with an LSA between Tom and the other pupils and the teacher with a tape recorder on the table. Two learners were asked to get out the musical instruments. Tom watched the others and when the basket of instruments was put on the table, he was instructed to 'Choose an instrument'. He took a shaker and began shaking it, laughing and waving it in the air. "Good choice, Tom. I it sounds like rain" The other learner took a rain maker and the other a xylophone. Tom tracked the others, watching them experiment and clearly wanting both! The group were told that everyone could have a go, but first they could play the instruments and "we will tape it". The played their instruments with prompting and Tom with minimal physical support. The recording was made and played back to the group. Tom listened and was disinterested, possibly not linking the recording with his actions. The group swapped instruments with Tom having the rainmaker and signing 'thank you' to his class mate and then shaking it vigorously and laughing.</p>	
<p><u>Achievement Continuum Stage: Initiation-consolidation 8+9</u></p>	

**A.C. 2.4 Take account of other group members**

A group of six pupils sat around the table. The class had been split into three groups to find out about three possible trips linked with the Rainforest and looking after the environment theme and was to tell the class 2 things about it. Tom listed to the others with a little prompting. When it was Tom's turn he went in front of the class with the LSA. Tom held up a printout of Bristol Zoo for the class to see and smiled at everyone with the encouragement of the LSA continually praising him. 'Why should we go there?' Tom vocalised and waved the download in the air. 'There are lots of animals' suggested the teacher. Tom nodded and then pointed to his eye (his sign for photographs-flash). The LSA explained that Tom had photos taken there in the holiday. So' Tom thinks Bristol zoo is a good visit because there are lots of animals and we can take photos'. Tom nodded.

Achievement Continuum Stage: Initiation-consolidation 8+9

**General Comments**

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

**F. Theme : A SPECIAL EVENT**

This Theme can encompass the LOs and ACs for "Developing skills for the workplace" units 6064 , 6065 , 6066 .

**1. Sample Tasks**

Tasks specific to '**Getting things done'**

Routine activities e.g. lunch time, leisure activities, choice of hand creams  
Recognising problems of access, not knowing what to do next e.g. Design & Technology, Art, new game.

Group planning activities e.g. selecting class snacks.

Tasks specific to '**Following instructions'**

Following spoken, sign, photographic, symbol or written instructions to give a message; make something; follow health and safety rules; undertake a routine activity e.g. make a snack.

Tasks specific to '**Health and safety'**

Encountering health and safety items e.g. personal protective clothing.  
Drama and role play.

Using photographs from drama/role play to make photographic stories/PowerPoint presentations/ booklet on health and safety.

Making posters.

Respond to fire drill.

Games e.g. Hunt the symbol game; symbol matching games.

Using catalogues to make a collage of protective clothing and equipment.

Spot the danger pictures or watching a Health & Safety at work DVD.

**'Our Special Event' - Suggested cross unit activities which will cover three units.**

**Summary of tasks:**

Be involved in/contribute to at an appropriate level planning an event or fundraising activity. Making items (e.g. cakes for cake sale, decorate plant pots/make soaps for Christmas craft stall) needed for a special event. Learners will encounter health and safety signs and procedures during this/these task/s with emphasis on the workplace.

NB The actual carrying out of the event will contribute to the achievement of other modules.

**Tasks : Getting things done**

**Simple decision making activities**

Deciding on a special event e.g. trip/celebration/fundraising activities e.g. cake sale, sandwich sale, coffee morning, setting up tuck shop trolley, Chinese New Year celebration; Patron Saint Day celebration, Leavers party, plant sale, etc. Deciding what to make (e.g. cakes, biscuits, sandwich fillings), buy and who will undertake different tasks.

### **Straight forward problem solving**

What to do; money needed; what to make; what to buy, how to get to the shops; who to involve (other groups/schools); where to get help and problems encountered throughout.

### **Interaction with others**

Accepting the presence and /or interacting with others in the decision making and/or problem solving activity; asking and answering simple questions e.g. to help the decision making; following simple instructions; to work with/ alongside when making items

### **Following Instructions**

Contribute to making posters; invitations; buying from a shopping list (photograph, symbol); wearing appropriate clothing to cook (Personal Protective Equipment) aprons, oven gloves; follow safety procedures in the kitchen e.g. wash hands; follow instructions relating to making items e.g. cakes, bird feeders, decorated plates, table decorations; follow instructions roles during the event and celebration

### **Unit: Health & safety**

#### **Recognising key features of health and safety**

Acknowledging familiar safety signs when pointed out to them around school/centre /community e.g. in cookery areas, Design & Technology areas, or identifying safety signs without necessarily being able to interpret meaning e.g. fire safety, no running, hot water, switch oven off, wash hands, no trailing flex, wearing protective clothing. Acknowledging hazards and the need to keep safe by stopping or moving away from danger .

The following set of transcripts is an example of how 'A special event' can provide opportunities for assessing and accrediting specific unit. Examples of learners working at different developmental stages are given.

**Entry 1****Learner's Name:** Jay**ULN/UCI****QCF Title & Ref. No****Developing Skills for the Workplace**

6064 Getting things done

6065 Following instructions

6066 Health and safety

**DETAILS OF LEARNER'S ACHIEVEMENTS**

<b>6064</b>	<b>Developing skills in the workplace: Getting things done</b>
<b>L.O.1</b>	<b>Be involved in decision making</b>
<b>A.C.1.1</b>	<b>Take part in activities which require simple decisions to be made</b>
<p>Jay uses facial expression, eye pointing and verbalisation to communicate. Using these methods she indicates and is now able to select a drink from a choice of three at break times. She also makes a choice of hand cream to be used in her upper limb OT program from a choice of three which are presented to her to smell. She, with prompting, has progressed from selecting from the two and now waits for the third option before making her choice.</p> <p>In the cross unit task, the class were presented with three fundraising options: a cake sale, a craft sale or a dressing up day with A4 photographs to represent each. Jay used eye pointing to choose the cake sale and listened and watched while other pupils made their choice. She was pleased when the cake sale won, showing this by smiling. When the activities were undertaken Jay continued to demonstrate her ability to make simple decisions (underlined) from these verbal choices:</p> <p>When should the cake sale be held? <u>Break time</u>, lunchtime, after school (timetable symbols presented). This was with prompting.</p> <p>What to make? <u>Cup cakes</u>, biscuits, cornflake crispies (samples presented).</p> <p>Who to work with? Jay selected the peer she wanted to partner by looking at him in response to a verbal question.</p> <p><u>Achievement Continuum Stage: 8 Initiation</u></p>	

<b>L.O 2</b>	<b>Be involved in problem solving</b>
<b>A.C. 2.1</b>	<b>Take part in activities which require straightforward problems to be solved</b>

Jay communicates through facial expression, eye pointing and verbalising when there is something wrong or if she has a problem. She will call out if someone has not put her home-school diary in her bag and will eye point its location. When the table was laid by a less familiar member of staff, she vocalised and eye pointed back and forth to the cutlery tray and to her placemat prompting the staff member to offer her different teaspoons, enabling Jay to select her favourite plastic one. Following an offsite visit, Jay had been in her wheelchair longer than usual, she eye pointed the floor and wriggled her body, frowning showing that she had a problem with comfort. She was given a choice using symbols of 'physical program in a multi-sensory room' or over a 'padded wedge in class' – she eye pointed the wedge solving her problem of discomfort.

Jay dealt with the following problems in the cross unit task.

Choosing to melt the hard margarine in the microwave, rather than leaving it on the work surface (a nod 'yes' to verbal choice).

Problem occurred when cookery partner was absent, choice whether to work alone or with another peer. (Chose to work with peer and selected from 3 named by teacher). Partner was neater at putting cake mixture in cases. Jay noticed this and eye-pointed from partner to bowl to cake tray effectively solving the problem of messy cakes.

Before cooking Jay used her communication chart to eye point 'sweat-shirt' and 'chair'. In a previous lesson she had worn a sweatshirt and become hot. She effectively communicated that she wanted to take off her sweatshirt and it should be put in her bag on her chair.

Achievement Continuum Stage: 8-9 Initiation –Consolidation

<b>L.O 3</b>	<b>Work with others</b>
<b>3.1</b>	<b>Engage in straightforward activities which require him/her to interact with people.</b>

Jay is communicating with greater intent, remembering responses over longer periods. Jay prefers to communicate with adults and is developing interactions with familiar peers. During the task Jay responded by selecting a partner to work with by communicating 1:1 with her teacher and participated in short interactions with familiar peers to select a 'Special event' and to request that her partner put cake mixture in the cases, asking for help from an appropriate source. She was able to take turns in the cookery activity.

Achievement Continuum Stage 8-9 Initiation + consolidation

<b>6065</b>	<b>Developing skills for the workplace: Following instructions</b>
<b>L.O.1</b>	<b>Demonstrate an awareness of position</b>
<b>A.C. 1.1</b>	<b>Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace</b>

Arwyn follows an individualised program and has a Velcro strip on which he is instructed to follow a programme of activities in written symbols. Arwyn with verbal prompts from the learning support assistant working with him, followed instructions 'first-sorting activity, next – handwriting, last-choice', taking his activities from a box on his left side and putting them, when finished, in the 'finished box'. He is able to undertake this on a daily basis.

During the cake making as part of the 'Special event' activity Arwyn was able to do as instructed following verbal prompts and with some physical guidance. This involved hand over hand at times, from a familiar learning support assistant. Arwyn was able to add the ingredients and stir the mixture and put it in paper cases. He regularly cooks, is familiar with cake making and it is one of his favourite activities. He listened and followed spoken instructions to 'put the cakes in the container'; 'put the lid on the container; put the container on the table with gestural support.

Achievement Continuum Stage: 3-4 Interest-supported participation

<b>6066</b>	<b>Developing skills for the workplace: Health and safety</b>
<b>L.O. 1.1</b>	<b>Know about health and safety</b>
<b>A.C 1.1</b>	<b>Recognise key features of health and safety in the workplace</b>

As James moves around the school in his manual wheelchair, the learning support assistant has been drawing his attention to safety signs and explaining their function. This is a regular part of James' routine and after a month he is less passive in these activities and is acknowledging signs for fire exit, fire alarm, hot water and slippery floor. Initial fleeting glances have progressed to more sustained interest and more deliberate focus, looking for up to 10 seconds. James has encountered a role play presented by another class acting as people in the work place taking unnecessary risks and accidents happening. He participated passively in a safety sign matching game. He also encountered an activity involving exploring personal protection equipment. With physical support he wore a hard hat and smiled fleetingly when looking at himself in a mirror. He also held a reflective jacket and watched with interest as it reflected the light. He mirrored the adult working with him, making deliberate hand movements to enable it to catch the light twice for 5 seconds at a time. He laughed in response to other class members' laughter when the teacher put on safety goggles and the support assistant sprayed water at her.

Achievement Continuum Stage: 2-3 Early Awareness/Interest

### General Comments

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

## **Delivery guidance for single units**

### **A. Theme: "LOOKING AFTER ME"**

This theme will encompass the LOs and ACs for unit 6062.

#### **1. Sample Tasks**

##### **A.C. 1.1 Take part in domestic activities to ensure that their home is healthy and safe**

Activities and experiences are likely to relevant to the learner's current or planned circumstances and carried out with appropriate levels of support. As the learner moves along the spectrum there should be an increased emphasis on understanding why tasks should be carried out.

Visits to independent living centres; hospital rehabilitation centres where they have a range of specialist household equipment; day centres; post-16 placements; mobility road shows; independent living road-shows; healthcare shops; adapted homes.

Visits from: school cleaners; people living in supported housing and their support workers; people with disabilities who have their own homes.

**Routine activities** e.g. folding towels; sheets; sorting socks by size/colour/type; washing up dirty dishes; dusting; cleaning surfaces; vacuuming; mopping spills; cleaning the floor; operating switches e.g. lights/fans; putting rubbish in the bin; sorting washing into coloureds and whites; loading, unloading and operating the washing machine; loading, unloading and operating the dishwasher; uses protective resources e.g. oven gloves; storing food.

##### **1.2 Follow basic safety rules to ensure that their home is safe**

Activities and experiences are likely to relate to the use of as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why the rules should be followed.

DVD of safety in the home covering electricity, gas and water, household and cooking equipment and to the locking of doors and windows; Visits from fire service; visit from police service; visit from crime prevention organisations; drama and role play; using photo from drama/ role play to make photo stories/ power point on presentations/ booklet on home safety; devising /using checklist e.g. 'Going out' – lights off, lock door, check door is locked; spot the danger activities/ pictures; making posters on dangers; making checklists / using checklists.

#### **2. Ways of demonstrating that the criteria have been met**

Transcript with or without written evidence as applicable.

Assessment requires a written testimony transcript that shows a variety of experiences which may include incidental, routine and curricula activities and which provides clear evidence of achievement of the learning outcomes and assessment criteria.

### **3. Resources**

[www.tes.co.uk/resources](http://www.tes.co.uk/resources)  
[www.standards.dfes.gov.uk](http://www.standards.dfes.gov.uk)  
[www.senteacher.org](http://www.senteacher.org)

Visits to / from: Healthcare shops; adapted homes; areas e.g. in hospital rehabilitation.

Occupational therapy departments; mobility road-shows; independent living centres; day centres; supported housing staff and users; school cleaners.

Cleaning equipment.

DVD – safety in the home.

Safety in the home resources e.g. Spot the danger pictures - ROSPA.

- 4.** The following transcript is an example of how "Looking after me" can provide opportunities for assessing and accrediting the unit. Examples of learners working at different developmental stages are given.

**Entry 1****Learner's Name: Martyn****ULN/UCI**6062 Developing Independent Living Skills  
Looking after your own home**QCF Title & Ref. No.****DETAILS OF LEARNER'S ACHIEVEMENTS**

<b>6062</b>	<b>Developing Independent Living Skills: Looking after your own home</b>
<b>L.O.</b>	<b>Be involved in keeping their home healthy and safe</b>
<b>A.C. 1.1</b>	<b>Take part in domestic activities to ensure that their home is healthy and safe</b>
<p>Martyn has expressed an interest in living in supported housing when he is 'grown up' and has been enthusiastic to work on this module as he thinks it will help him. He has with physical support helped at home sort socks and put them in the 'sock draw' and put dirty equipment in soapy water and washed and dried them in weekly cookery lessons throughout the year. He has undertaken homework tasks at home which were agreed with Martyn's father. On four consecutive weekends Martyn washed up and dusted and vacuumed his bedroom. He has done this with prompting and physical help (verified by his father's signature and comment on the checklist).</p> <p>Martyn has followed a simple sequence of instructions to fulfil his class responsibility in school for 4 weeks, to put the tea towels in the washing machine with a washing capsule; close the door and press the button. He has taken them out of the washing machine when cleaned, put them on an airer and folded them when dry. Martyn independently completed sorting white and red sports bibs and with physical support put them in the washing machine. He has sorted dry dish cloths and dry tea towels into separate piles.</p> <p>He has used a specialist switch to put on lights and visited a college which had an independence room and used a remote control to open and close curtains. He reminds staff to switch off lights when rooms are not in use!</p> <p>Martyn shows that he understands that the activities are important in helping him to live independently because he says when asked if the tasks are important 'when I'm grown up my house will be clean'.</p> <p><u>Achievement Continuum Stage10: Application</u></p>	

<b>A.C. 1.2</b>	<b>Follow basic safety rules to ensure that their home is safe</b>
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Martyn is showing increasing awareness of responsibility for himself following his Annual Review in October and has a genuine desire to be 'grown up' which is as he interprets 'independence'. He is eager for praise. In the Autumn term he was following one step instructions e.g. 'that's hot, use an oven glove' and is now following a short step of safety instructions e.g. 'put the lid on the saucepan, point the handle to the side' and 'pick up the shoes and put them in the cupboard'. In class, he participated in a group of three learners to make a 'Safety rules in the home 'poster' and then made a poster for school 'Turn off the tap' which has been placed in the bathrooms. He was supported in class to make a checklist to follow when he and his father leave the house: "taps off; lights off; lock door" and has used this frequently and now tells his father to do this without prompting and is often physically supported to do these safety tasks..

Achievement Continuum Stage: 9 Consolidation

**General Comments**

Teacher: A Teacher

Date: 03/04/10

External Moderator: Julie Gibbs

Date: 08/06/10

**B. Theme : USING ICT**

This theme can encompass the L.O.s and A.C.s for unit 6064

**1. Sample Tasks**

- Use CD ROMs such as Living Books to develop listening skills whilst also improving mouse control.
- Use click and drag to order the letters of their name, to match numbers to sets or to match words to pictures.
- Use a word processing package to type their names for labels etc.
- Use a digital camera to import photographs for displays.
- Use a paint programme – allow learners to experiment with tools and colours.
- Using a programmable floor toy (e.g. Pixie, Pip or Roamer) to move forwards and backwards to knock down blocks. (predictions and modelling).
- Role play supported by visits to develop an awareness of ICT in the world around them –checkouts, ITM machines, satellite technology, traffic lights, LCD.

**2. Ways of demonstrating that the criteria have been met**

Transcript with or without written evidence as applicable.

- Video clips, annotated photographs of learner's participating in activities or demonstrating achievement of learning outcomes.
- Witness testimony [matched to learning outcomes/assessment criteria from appropriate adults who have worked with the learner.
- Records of achievements/outcomes attained from individual learning programmes or structured learning schemes.
- Samples of work (including, writing, mark making, drawing, symbol placing, printouts from IT learning activities) outcomes of task and learning activities related to the unit learning outcomes and assessment criteria.

**3. Resources :**

[www.r-e-m.co.uk](http://www.r-e-m.co.uk)

[www.semerc.com](http://www.semerc.com)

[www.scet.com](http://www.scet.com)

## Appendix 1

### THE UNIT TRANSCRIPT

#### What is the unit transcript?

The unit transcript is the document which records the assessor's comments on the learner's achievement of each unit. It also confirms that these judgements have been externally validated by an awarding organisation.

It provides information for each assessment criterion on

- The nature of the activity undertaken to produce the relevant evidence
- The stage along the achievement continuum that the learner has reached

The transcript provides summative information, recording the learner's achievement at a given point on their learning journey.

#### How will the transcript be used?

Providers will be encouraged to attach the transcript to the unit certificate, so that it is available to a variety of different users. Like the certificate, it belongs to the learner.

Providers may wish to share it with:

- **An employer (or prospective employer)** to provide a snapshot of a learner's skill levels
- **Parents or carers** as the basis for a discussion on the learner's progress, achievements or future needs
- **Teaching staff** in a new provider or from a different programme to establish the learner's existing skill-set and hence starting point for any new course
- **Support staff** to demonstrate what the learner is capable of doing independently and where they might need support.

#### How should the transcript be completed?

The completion of the transcript is the responsibility of a named assessor within the centre. A wide variety of staff might contribute to the statements included in the transcript but a single assessor is responsible for completing the final electronic document and attesting to its accuracy in describing the learner's achievement.

There will be a number of fields to complete. However, in all cases, it is the responsibility of the assessor to complete the sections under each assessment criterion heading and the final summary statement.

#### Assessment criteria

Under each assessment criterion, the assessor should provide a brief description of the learner's achievements in relation to that criterion. As much as possible, the description should use the terminology of the achievement continuum to reflect what the learner has achieved and to what degree. The description should be concise and not usually more than 3 or 4 sentences long. It should not be a narrative relating the activities in which the learner has engaged or the experiences that they have encountered in the programme as a whole. Instead it is a summative statement of what has been achieved at the point at which certification for the unit is being sought.

Beneath this description, the assessor should indicate the stage on the achievement continuum which best fits the learner's achievements in relation to that assessment criterion. The stages identified may differ from one assessment criterion to the next. So, for example, in a unit with four assessment criteria, a learner might achieve one criterion at *Supported Participation*, two at *Active Involvement* and one at *Development*.

In this section, assessors can only record achievement relating to those stages of the achievement continuum covered by the unit. It would not be appropriate, for example, to indicate that a learner has achieved at *Early Awareness* for any of the assessment criteria for 'Skills for Reading' as this unit would not be appropriate for learners working at the earliest stages of the level

### **Summary statement**

The assessor should provide a summary statement at the end of the transcript which reflects the learner's overall achievement in relation to the learning outcome(s) for the unit. The statement should not merely repeat the descriptions from the individual assessment criteria descriptions but should provide a holistic view of the learner's achievement of the unit.

### **Validating the transcript**

WJEC will operate a quality assurance procedure which validates the assessor's statements on the transcript.

WJEC will expect to see samples of work from candidates as follows.

- The transcript.
- Candidate work/witness statements.



## PERSONAL PROGRESS QUALIFICATION

### Achievement Continuum Transcript

**Name:** Sasha Pelham

**ULN:**

**Centre name/no:**

**Date:**

**QCF Title and Ref No:**

Developing Reading Skills F/502/4320

**Credit Value:** 3

#### DETAILS OF LEARNER'S ACHIEVEMENTS

<b>L.O.1</b>	Show some interest in reading
<b>A.C. 1.1</b>	Demonstrate an interest in texts

**Assessor Statement:**

Sasha has recently begun to intentionally seek out information and cookery books, remembering where they are kept within class. He demonstrates a marked preference for information books with photographs. He has spontaneously walked to the book shelves and flicked through the titles until he found the one that he wanted. He will repeatedly seek out those titles, and will remember those that he likes over a period of time. He will handle the book correctly and clearly maintain eye contact when looking at the photographs. He has started to reach for staffs' hands and points them towards areas of interest he will then independently attempt to say what he sees, intentionally communicating with staff.

Achievement Continuum Stage: Development

<b>L.O. 2</b>	Show some response to reading
<b>A.C. 2.1</b>	Demonstrate some understanding of what is being read

**A**

**ssessor Statement:**

Sasha can comment upon what he sees in a book, leaflet, magazine etc, using gesture, speech or PECS. When asked he will point to objects, images and characters and will make a reasonable approximation naming characters. When looking at a favourite book he has started to reach for staffs' hands and points them towards areas of interest he will then independently attempt to say what he sees, intentionally communicating with staff, thus showing that he has remembered the requirements set up by staff in previous reading tasks. He will use PECS to intentionally comment upon what he sees, distinguishing between a wide range of symbols.

Achievement Continuum Stage: Development

<b>L.O. 3</b>	Recognise objects and symbols
<b>A.C. 3.1</b>	Match objects to symbols, letters or words

**Assessor Statement:**

Sasha is proactive in matching objects to objects, symbols to symbols, symbols to photographs and symbols to words e.g. personalised timetable, as soon as he knows what activity he is going to do. He is able to remember the requirements over a range of contexts, demonstrates improved concentration and is able to work with minimal support.

Achievement Continuum Stage: Active Involvement

**Assessor Signature:**

**Date:**

**Verified/Moderated by:**

**Date:**

**(Signature of External Moderator/Verifier)**

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing communication skills</b>
<b>Unit Ref No.</b>	<b>F/502/4317</b>
<b>Entry Code:</b>	<b>6051/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication skills.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>L01</b> Listen and respond to other people.	AC1.1 Show understanding in his/her response to what they have heard.
<b>L02</b> Speak (or use other means) to communicate with other people.	AC2.1 Use words, signs, phrases, objects or symbols to communicate.
<b>L03</b> Engage in discussion with other people.	AC3.1 Share ideas or preferences with others.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly not expected to undertake all these activities in order to meet the assessment criteria.

Assessment criteria	Possible ways of demonstrating that the criteria have been met
<b>L01</b> Show understanding in his/her response to what they have heard	<ul style="list-style-type: none"> <li>single word, sign or symbol responses to key words in context</li> <li>responding to simple prompts, questions, requests and instructions</li> <li>demonstrably paying attention</li> <li>answering simple questions about a range of personal information</li> <li>listening to and following brief narratives</li> </ul> <p>In the earlier stages of the continuum, learners will be responding to familiar people. In the later stages, they will begin to respond to those they do not know well or even to those that they are meeting for the first time.</p>
<b>L02</b> Use words, signs, phrases, objects or symbols to communicate	<ul style="list-style-type: none"> <li>repeating single words, signs and symbols and using these with familiar people</li> <li>making simple requests and joining in with music or rhyme</li> <li>using short phrases and asking simple questions</li> <li>referring to past, present and future events and using conjunctions</li> <li>using vocabulary to convey meaning which goes beyond words of purely personal significance</li> </ul> <p>In the earlier stages of the continuum, learners will be communicating with familiar people. In the later stages, they will begin to communicate to those they do not know well or even to those that they are meeting for the first time.</p>
<b>L03</b> Share ideas or preferences with others	<ul style="list-style-type: none"> <li>using single words, signs or symbols</li> <li>presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols</li> <li>taking part in one-to-one and group discussions</li> <li>taking part in conversations and role-play</li> <li>pro-actively contributing to a range of oral interactions on a simple idea or subject</li> </ul> <p>In the earlier stages of the continuum, learners will be sharing ideas or preferences with familiar people. In the later stages, they will begin to interact with those they do not know well or even with those that they are meeting for the first time.</p>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing reading skills</b>
<b>Unit Ref No.</b>	<b>F/502/4320</b>
<b>Entry Code:</b>	<b>6052/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing reading skills.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>L01</b> Show some interest in reading	AC1.1 Demonstrate an interest in texts
<b>L02</b> Show some response to reading	AC2.1 Demonstrate some understanding of what is being read.
<b>L03</b> Recognise objects and symbols	AC3.1 Match objects to symbols, letters or words

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Demonstrate an interest in texts	<ul style="list-style-type: none"> <li>• Handling books</li> <li>• Choosing a book or magazine</li> <li>• Looking at symbols, objects or pictures while listening to someone read</li> <li>• Expressing preferences about texts</li> </ul>
2.1 Demonstrate some understanding of what is being read.	<p>Learners might demonstrate their understanding by:</p> <ul style="list-style-type: none"> <li>• Listening to a text being read and responding (e.g. by laughing at something they find funny)</li> <li>• Communicating about people, characters, events or images from texts with which they are familiar (these might be image rather than word-based texts)</li> <li>• Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning</li> <li>• Understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page</li> <li>• Communicating about aspects of texts they have heard read</li> <li>• Understanding that different texts have different purposes (e.g. information in a timetable; story/entertainment in a novel)</li> </ul>
3.1 Match objects to symbols, letters or words	<ul style="list-style-type: none"> <li>• Matching similar and identical objects, symbols, signs and words</li> <li>• Re-reading some of their own commonly-used symbols and marks</li> <li>• Recognising or reading and selecting a combination of up to 5 words, signs or symbols linked to their personal vocabulary</li> <li>• Recognising most of the letters of the alphabet fairly consistently and up to 10 words, signs or symbols linked to their personal vocabulary</li> <li>• Recognising the letters of the alphabet by shape, name and sound and recognising or reading a small repertoire of familiar words and symbols which they encounter in daily life</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing writing skills</b>
<b>Unit Ref No.</b>	<b>R/502/4323</b>
<b>Entry Code:</b>	<b>6053/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing writing skills.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be aware that marks, symbols, signs or words have meaning	AC1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words.
<b>L02</b> Be able to use marks, symbols, signs or words to communicate	AC2.1 Communicate using marks, symbols, signs or words.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
<p>1.1 Demonstrate an understanding that meaning can be conveyed by marks, symbols, signs or words</p>	<ul style="list-style-type: none"> <li>• Showing an awareness that marks and symbols can have meaning</li> <li>• Being able to choose, with support, symbols and/or signs for use in personal writing</li> <li>• Understanding in contexts related to personal information, that particular symbols, signs or words have particular meanings</li> <li>• With support, using own symbols, signs or words to label particular objects</li> <li>• Understanding that symbols, signs or words can represent unfamiliar meanings and be able to match some of these to people, objects or places</li> <li>• Understanding that images, signs, symbols and words convey information for different purposes</li> <li>• With support, writing short texts using images, signs, symbols familiar words and letters to communicate meaning for different simple purposes</li> </ul>

<p>2.1 Communicate using marks, symbols, signs or words.</p>	<ul style="list-style-type: none"> <li>• Making marks or symbols in their preferred mode of communication</li> <li>• Selecting appropriate symbols, objects or signs to convey meaning</li> <li>• With support, tracing, overwriting and copying under/over a model, making horizontal, vertical and circular lines to make symbols or signs</li> <li>• Understanding the difference between letters, words, signs and symbols</li> <li>• Tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols related to their name</li> <li>• With some inconsistencies writing from left to right and from top to bottom</li> <li>• Forming some letters correctly and group them, leaving spaces in between them</li> <li>• make a shopping list using symbols</li> <li>• make a mark on art or craft work to identify ownership</li> <li>• write a letter to a friend using Communicate in Print</li> <li>• Being able to sequence some letters, symbols and words from memory, such as when writing their own names and a few other simple and familiar words</li> <li>• Writing by hand using controlled letter shapes, or by using a keyboard, forming a sequence of letters (such as their own name) correctly from memory</li> </ul>
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## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing ICT Skills</b>
<b>Unit Ref No.</b>	<b>Y/502/4324</b>
<b>Entry Code:</b>	<b>6054/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>4</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in ICT at E1) with the opportunity to have recognised their achievements in relation to developing skills.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Use ICT to control the environment.	AC1.1 Effect change in their own environment, using ICT
<b>L02</b> Use ICT as a source of information.	AC2.1 Gain information through ICT.
<b>L03</b> Use ICT to communicate or to augment or enable communication.	AC3.1 Communicate using ICT.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the development to application stages on the achievement continuum. The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Effect change in their own environment, using ICT	<ul style="list-style-type: none"> <li>• Showing an awareness of a switch</li> <li>• Activating a switch through a reflex movement</li> <li>• Accepting hand-on-hand guidance to use a switch</li> <li>• Responding to an image or sound when activated by chance</li> <li>• Connecting the use of a switch to the action it causes</li> <li>• Using a switch to build an image, repeating presses until image is complete</li> <li>• Using switches in a variety of tools to effect different actions</li> </ul>
2.1 Gain information through ICT	<ul style="list-style-type: none"> <li>• Showing an awareness of ICT-generated audio or visual stimuli</li> <li>• Demonstrating a response (which may be reflex) to auditory/visual stimuli</li> <li>• Showing awareness of images, sounds and animations</li> <li>• Demonstrating preferences for certain sounds and images</li> <li>• Anticipating certain animations or sounds in familiar sequences</li> <li>• Tracking movements on a screen</li> <li>• Using a touch screen</li> <li>• Using a concept keyboard</li> <li>• Recognising and using on-screen symbols and images</li> <li>• Working with a facilitator to retrieve previously stored information (e.g. a person-centred learning plan)</li> <li>• Working with a facilitator to access information relevant to the individual on the internet (e.g. TV listings or football club homepage) or from a CD-ROM</li> <li>• Receiving e-mails and/or texts</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
3.1 Communicate using ICT	<ul style="list-style-type: none"> <li>• Showing an awareness of ICT-generated audio or visual stimuli e.g. images, sounds or animations</li> <li>• Demonstrating a response (which may be reflex) to auditory/visual stimuli</li> <li>• Demonstrating preferences for certain sounds and images</li> <li>• Anticipating certain animations or sounds in familiar sequences</li> <li>• Tracking movements on a screen</li> <li>• Using a touch screen</li> <li>• Using a concept keyboard</li> <li>• Recognising and using on-screen symbols and images</li> <li>• Using enabling technology (e.g. speech synthesiser or voice recognition software)</li> <li>• Confirming a choice by pressing an option button (e.g. 'Cash' at an ATM)</li> <li>• Inputting a PIN number (possibly read out to them or by copying from a written version)</li> <li>• Working with a facilitator to input information into a document in the form of words, symbols or pictures</li> <li>• Working with a facilitator to send e-mails and/or texts</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Early mathematics: developing number skills</b>
<b>Unit Ref No.</b>	<b>D/502/4325</b>
<b>Entry Code:</b>	<b>6055/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to number skills.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Participate in activities involving numbers	AC1.1 Engage in activities relating to counting in whole numbers
<b>L02</b> Be aware of numbers in given contexts	AC2.1 Recognise the use of numbers in familiar contexts

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Development to Consolidation stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Engage in activities relating to counting in whole numbers	<ul style="list-style-type: none"> <li>• Showing an interest in counting and other number activities</li> <li>• Joining in rote counting to 3 and indicating an awareness of 1 and 2</li> <li>• Joining in rote counting to 5, counting reliably to 3 and recognising numerals 1, 2 and 3</li> <li>• Joining in rote counting to 10, counting reliably to 5, such as by grouping objects into a set of 5</li> <li>• Recognising, identifying and using numerals from 1 to 5, sometimes inconsistently</li> <li>• Adding and subtracting single-digit numbers reliably to 3 and with support to 5</li> <li>• Using ordinal numbers of first and second when describing position</li> <li>• Recognising the symbols <math>=</math>, <math>+</math> and <math>-</math> and understanding how they are applied, with some inconsistency</li> <li>• Continuing rote counting onwards from a given small number</li> <li>• Counting reliably up to 5 and with some inconsistencies to 10 objects</li> <li>• Comparing two given numbers of objects to 5, saying which is more and which is less</li> <li>• Recognising, knowing the value of, using and writing numerals from 0 to 10 with some inconsistencies</li> <li>• Relating numbers to collections of objects reliably to 5 and with support to 10</li> <li>• Adding and subtracting single-digit numbers reliably to 5 and with support to 10</li> <li>• Using ordinal numbers, from first to fifth when describing position</li> <li>• Recognising and applying <math>+</math>, <math>-</math> and <math>=</math> such as when working with a calculator to input numbers from 0 – 10</li> </ul>
2.1 Recognise the use of numbers in familiar contexts	<ul style="list-style-type: none"> <li>• Applying some of the counting activities listed above to familiar activities and contexts such as setting out cups at break-time, counting down days to a birthday or turn-taking.</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Early mathematics: position</b>
<b>Unit Ref No.</b>	<b>K/502/4327</b>
<b>Entry Code:</b>	<b>6056/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to position.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Have an awareness of position	AC1.1 Demonstrate an awareness of position

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Development to Application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Demonstrate an awareness of position	<ul style="list-style-type: none"> <li>understanding object permanence</li> <li>investigating positions through activities such as lining up objects</li> <li>understanding simple words, signs and symbols to describe position such as in, out, on</li> <li>understanding direction of movement, e.g. towards, backwards, up and down and use some familiar signs, symbols or words to describe position such as inside, outside, above, below, front, back</li> <li>understanding and applying simple positional vocabulary and simple statements about direction of movement</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Early mathematics: shape</b>
<b>Unit Ref No.</b>	<b>T/502/4329</b>
<b>Entry Code:</b>	<b>6057/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to shape.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Have an awareness of shape	AC1.1 Demonstrate an awareness of shape

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Development to Consolidation stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Demonstrate an awareness of shape	<ul style="list-style-type: none"> <li>joining in with stacking objects</li> <li>understanding that objects have names relating to shape and using some of these, albeit inconsistently</li> <li>recognising and selecting 2D and 3D shapes from a given collection and using familiar names such as circle, square, triangle, rectangle, ball and box, albeit inconsistently</li> <li>understanding that 3D shapes can be represented in 2D</li> <li>recognising common 2D and 3D shapes and describing their shape, size and attributes using simple terms such as straight, curved, flat, circle, square</li> <li>identifying and selecting shapes to make simple models, pictures and patterns</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Early mathematics: measure</b>
<b>Unit Ref No.</b>	<b>M/502/4331</b>
<b>Entry Code:</b>	<b>6058/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to common measures.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L03</b> Have an awareness of common measures	AC3.1 Demonstrate an awareness of common measures

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Development to Consolidation stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Demonstrate an awareness of common measures	<ul style="list-style-type: none"> <li>• Showing an interest in the size of objects in a collection</li> <li>• Recognising a single attribute of an object including size, length, weight (e.g. picking out a big plate or a short pencil from a selection on request)</li> <li>• Understanding simple vocabulary including big, small, long, short</li> <li>• With support, making direct statements about size, length, weight and capacity of objects</li> <li>• Understanding the concept of more and fewer when dealing with quantities of up to 5 objects</li> <li>• Recognising the names of the days of the week and significant times of the day</li> <li>• Identifying by testing, heavy and light and large and small items from a collection of 5 to 10 objects</li> <li>• Identifying the capacity of containers in use, using simple vocabulary (e.g. full and empty, some in, some gone)</li> <li>• Understanding the difference in 2-D and 3-D objects between measures of weight and measures of volume</li> <li>• Understanding and using some simple words, signs and symbols that describe quantity, such as more or less</li> <li>• Recognising coins up to 20p and notes up to £10.00</li> <li>• Relating familiar events to the days of the week or to significant times in the day</li> <li>• Describing and comparing differences in size, lengths, heights, weights, capacities and volumes between two items, where the difference is marked (e.g. using words, signs or symbols for terms such as large, big, small, larger, bigger, smaller, long, short, tall, longer, shorter, taller, heavy, light, heavier, lighter full, empty, holds more than, holds less than, has more, has less)</li> <li>• Recognising and selecting coins up to £2.00 and notes up to £10.00</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Early mathematics: sequencing and sorting</b>
<b>Unit Ref No.</b>	<b>T/502/4332</b>
<b>Entry Code:</b>	<b>6059/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to sequencing and sorting.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be aware of sequence	AC1.1 Recognise aspects of a sequence
<b>L02</b> Be able to sort data	AC2.1 Engage in sorting data by a single criterion

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Development to Application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Recognise aspects of a sequence	<ul style="list-style-type: none"> <li>• Anticipating, following and joining in familiar activities when given contextual cues</li> <li>• Demonstrating an awareness of changes in shape, position and quantity</li> <li>• Demonstrating awareness of cause and effect in familiar activities</li> <li>• With support, copying simple patterns</li> <li>• With support, following and repeating simple sequences of up to 3 steps</li> <li>• Creating numerically ordered lists of up to 3 items reliably and up to 5 with some inconsistencies</li> </ul>
1.2 Engage in sorting data by a single criterion	<ul style="list-style-type: none"> <li>• Selecting objects with support and some inconsistencies, by a single given criterion (e.g. colour)</li> <li>• Making simple equivalent sets (e.g. by stacking two chairs) with support and some inconsistencies</li> <li>• Making simple corresponding sets (e.g. by matching symbols to objects) with support and some inconsistencies</li> <li>• Grouping objects into sets, using a single given criterion with some inconsistencies when working with up to 5 objects</li> <li>• Identifying objects and materials by a single given criterion when the difference is marked</li> <li>• Identifying the odd one out in a familiar collection using a single given criterion</li> <li>• Solving given problems involving numbers up to 3 and with support to 5</li> <li>• Recognising, describing and creating lists of up to 5 items that are ordered numerically, alphabetically, by pattern or sequence</li> <li>• Sorting objects from collections of up to 5 and with support to 10, by a single criterion</li> <li>• Using simple representations or diagrams such as a number line for counting numbers up to 10</li> <li>• Solving given problems involving numbers up to 5 and with support to 10</li> <li>• Estimating up to 5 and with support to 10 numbers of objects and people and checking by counting</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing independent living skills: having your say</b>
<b>Unit Ref No.</b>	<b>H/502/4164</b>
<b>Entry Code:</b>	<b>6060/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the sorts of skills which will enable them to exert some control over their own lives.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Express preferences about their lifestyle.	AC1.1 Take part in making choices about aspects of their own life
<b>L02</b> Be involved in decision-making about how to spend their time.	AC2.1 Take part in decision-making about how they spend their time.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
<p>1.1 Take part in making choices about aspects of their own life</p>	<ul style="list-style-type: none"> <li>• Vocalising or gesturing in response to a person, object or event to indicate like or dislike</li> <li>• Showing consistent preferences (e.g. for flavours or a particular room or seat)</li> <li>• Demonstrating an understanding of cause and effect (i.e. by making a choice, they cause something to happen)</li> <li>• Indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)</li> <li>• Requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff)</li> <li>• Using actions, gestures or single words to indicate choice between two given options</li> <li>• Listening to options communicated by others</li> <li>• Identifying two options that they might take in a given situation (share a room/have own room)</li> <li>• Speak or otherwise communicate to indicate a choice from options which they have identified themselves</li> </ul> <p>The choices should relate as far as possible to lifestyle and should range from the very simple to the more complex (e.g. about where to live, who to live with, how much support they need, how to spend their money) according to the stage on the continuum at which the learner is working.</p>

Assessment criteria	Possible ways of demonstrating that the criteria have been met
<p>2.1 Take part in decision-making about how they spend their time</p>	<ul style="list-style-type: none"> <li>• Vocalising or gesturing in response to a person, object or event to indicate like or dislike</li> <li>• Showing consistent preferences (e.g. for a type of music or a particular texture)</li> <li>• Indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)</li> <li>• Requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff)</li> <li>• Using actions, gestures or single words to indicate choice between two given options (e.g. a trip to the shops or to the cinema)</li> <li>• Listening to options communicated by others</li> <li>• Identifying two options that they might take in a given situation (e.g. stay at home or go to swimming session at the leisure centre)</li> <li>• Speaking or otherwise communicating to indicate a choice from options which they have identified themselves (e.g. go with one friend to the pub rather than to a restaurant with a group of friends)</li> </ul> <p>The decisions should relate as far as possible to how the learners spend their time and should range from the very simple to the more complex (e.g. about learning options, using community facilities, involving others or doing something alone) according to the stage on the continuum at which the learner is working.</p>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing independent living skills: keeping safe</b>
<b>Unit Ref No.</b>	<b>K/502/4165</b>
<b>Entry Code:</b>	<b>6061/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to keeping safe.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Know that it is important to keep themselves safe	AC1.1 Recognise key factors in keeping themselves safe
<b>L02</b> Be able to observe safe practices	AC2.1 Follow simple personal safety routines

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.1 Recognise key factors in keeping themselves safe	[suggested responses needed here]
2.1 Follow simple personal safety routines	<ul style="list-style-type: none"> <li>• Accepting the support of others to keep safe (e.g. by agreeing to be accompanied on a trip)</li> <li>• Following simple instructions to act safely</li> <li>• Following simple routines to be safe (e.g. telling someone where they are going, locking the door before leaving, taking keys with them)</li> <li>• Following simple road safety routines (finding, pressing button, crossing when green man appears)</li> <li>• Remembering and putting into practice simple safety guidelines explained to them on a previous occasion (e.g. not talking to strangers)</li> <li>• Knowing that the personal safety guidance is designed to protect them</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing independent living skills: looking after your own home</b>
<b>Unit Ref No.</b>	<b>M/502/4166</b>
<b>Entry Code:</b>	<b>6062/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to maintain a safe and healthy home.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be involved in keeping their home healthy and safe	AC1.1 Take part in domestic activities to ensure that their home is healthy and safe  AC1.2 Follow basic safety rules to ensure that their home is safe.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

Assessment criteria	Possible ways of demonstrating that the criteria have been met
<p>1.1 Take part in domestic activities to ensure that their home is healthy and safe</p>	<ul style="list-style-type: none"> <li>• Helping a carer or support worker in a routine activity (e.g. folding a sheet by holding onto its corners)</li> <li>• Following a simple instruction (e.g. to push the start button on the vacuum cleaner)</li> <li>• Participating through a complete activity (helping to sort washing, load and unload machine)</li> <li>• Initiating involvement (e.g. putting dirty dishes into a dishwasher)</li> <li>• Independently completing a stage of a task (e.g. sorting coloured from white washing)</li> <li>• Following simple sequences to complete straightforward tasks</li> <li>• Undertaking activities because they understand that living independently means taking responsibility for keeping a home clean and safe</li> <li>• Undertaking activities because they understand that keeping a home clean and safe helps <i>them</i> to be healthy and safe</li> </ul> <p>The activities might include cleaning and tidying, washing and drying clothes, washing up, using a vacuum cleaner or other domestic appliance, storing food, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why tasks should be carried out.</p>

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.2 Follow basic safety rules to ensure that their home is safe	<ul style="list-style-type: none"> <li>• Accepting the support of others to act safely (e.g. by letting a member of staff dry their hands before they touch an electrical appliance)</li> <li>• Following a one-step instruction to act safely (e.g. 'now close the lid')</li> <li>• Following direct prompts to act safely (e.g. turning off a tap after use when a member of staff says 'tap')</li> <li>• Following a set of safety instructions with two steps</li> <li>• Independently undertaking a one-step safety activity (e.g. lock door before going to bed)</li> <li>• Following simple routines (e.g. on leaving house, switch off lights, lock door and check that it is locked)</li> <li>• Observing rules because they understand that the safety rules are there to protect them from danger</li> </ul> <p>The basic safety rules are likely to relate to the use of electricity, gas and water, household and cooking equipment and to the locking of doors and windows, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why the rules should be followed.</p>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing independent living skills: being healthy</b>
<b>Unit Ref No.</b>	<b>A/502/4168</b>
<b>Entry Code:</b>	<b>6063/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit Aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to maintain a healthy lifestyle.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner will
<b>L01</b> Be involved in keeping themselves healthy	AC1.1 Take part in activities that contribute to keeping themselves healthy.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
4.1 Take part in activities that contribute to keeping themselves healthy	<ul style="list-style-type: none"> <li>• Accepting the support of others to keep healthy (e.g. by tolerating a personal care routine)</li> <li>• Following simple instructions to act healthily (e.g. guidance from a physiotherapist)</li> <li>• Making choices to be healthy (e.g. deciding to go to a swimming class)</li> <li>• Independently undertaking a simple activity intended to help keep them healthy</li> <li>• Following simple healthy routines (e.g. washing hands before eating, eating a given balanced meal)</li> <li>• Making decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive)</li> <li>• Undertaking activities because they understand that the activities contribute to keeping them healthy</li> </ul> <p>The activities might relate to personal hygiene, taking of medication, exercise or diet, as appropriate to the learner's personal circumstances.</p>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing skills for the workplace: getting things done</b>
<b>Unit Ref No.</b>	<b>J/502/4450</b>
<b>Entry Code:</b>	<b>6064/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>4</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills needed to engage in activities common to many workplaces.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be involved in decision-making	AC.1 Take part in activities which require simple decisions to be made
<b>L02</b> Be involved in problem-solving	AC2.1 Take part in activities which require straightforward problems to be solved
<b>L03</b> Work with others	AC3.1 Engage in straightforward activities which require him/her to interact with other people

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Take part in activities which require simple decisions to be made	<ul style="list-style-type: none"> <li>• indicating preferences in routine activities (eg by showing dislike of particular tasks)</li> <li>• showing that they understand that actions have consequences (eg by repeating an action which results in the same reaction)</li> <li>• making choices between two given alternatives</li> <li>• selecting a particular partner or staff member to work with</li> <li>• using single words, signs or symbols to indicate a choice from a range of given options</li> <li>• identifying two or more options and making a decision to do one thing rather than another</li> </ul>
2.1 Take part in activities which require straightforward problems to be solved	<ul style="list-style-type: none"> <li>• acknowledging that there is a problem to be solved (eg when asked if they are stuck or lost; realising that they don't know what to do next; understanding that they need some sort of solution in order to sort something out)</li> <li>• accepting or seeking help from an appropriate source (eg peer, support worker, employer, website, leaflet)</li> <li>• electing and/or implementing a solution (eg by copying the actions of others; listening and responding to the suggestions of others; selecting a solution from a given range; applying a solution used when the same or very similar problem occurred previously, such as looking in lost property for a lost item)</li> </ul>
3.1 Engage in straightforward activities which require him/her to interact with other people	<ul style="list-style-type: none"> <li>• Accepting the presence of others</li> <li>• Communicating with a familiar person using single ideas or preferences</li> <li>• Co-operating in a group to listen and/or respond to (or not detract from) the course of discussions</li> <li>• Taking turns in activities or discussion</li> <li>• Waiting their turn to ask for help or to receive attention</li> <li>• Asking and answering simple questions of peers or member of staff (eg chat about the weekend's activity or asking where a package should be stored)</li> <li>• Following simple instructions from a supervisor</li> <li>• Asking for help from an appropriate source</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing skills for the workplace: following instructions</b>
<b>Unit Ref No.</b>	<b>R/502/4449</b>
<b>Entry Code:</b>	<b>6065/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to their ability to follow the sorts of instructions they are likely to encounter in the workplace.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be able to follow instructions	AC1.1 Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
<p>1.1 Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace</p>	<ul style="list-style-type: none"> <li>• being guided physically or with repeated verbal prompts from a familiar person</li> <li>• listening to and comprehending simple instructions based on one, two or three key words or signs</li> <li>• being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out</li> <li>• listening to and following simple instructions containing single steps from familiar people</li> <li>• completing a straightforward task by following single step stages</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing skills for the workplace: health and safety</b>
<b>Unit Ref No.</b>	<b>L/502/4451</b>
<b>Entry Code:</b>	<b>6066/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising the need for healthy and safe practices at work.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Know about healthy and safety at work	AC1.1 Recognise key features of health and safety in the workplace

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Recognise key features of health and safety in the workplace	<ul style="list-style-type: none"> <li>acknowledging a familiar safety sign when it is pointed out and explained to them</li> <li>identifying some key safety signs and symbols without necessarily being able to interpret their meaning</li> <li>recalling the meaning of some health and safety signs and observing them</li> <li>observing simple workplace health and safety rules (e.g. not running, wearing hair net)</li> <li>understanding that health and safety rules are put in place to protect people in the workplace</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing skills for the workplace: looking and acting the part</b>
<b>Unit Ref No.</b>	<b>R/502/4452</b>
<b>Entry Code:</b>	<b>6067/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to present themselves properly, be punctual and attend regularly, as preparation for the workplace

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Take some responsibility for him/herself in a way that is consistent with workplace expectations	AC1.1 Present him/herself in a manner appropriate to the work-place  AC1.2 Demonstrate appropriate time-keeping and attendance

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Present him/herself in a manner appropriate to the work-place	<ul style="list-style-type: none"> <li>• accepting the actions of others to properly present themselves for the workplace (eg by allowing a carer to carry out a personal care routine)</li> <li>• indicating which clothes should be worn from a given choice</li> <li>• selecting clothes worn previously for a particular workplace</li> <li>• requesting a particular outfit</li> <li>• attending to aspects of their own personal care (eg hair, teeth)</li> <li>• understanding why a particular item of clothing is needed (eg hair net to keep hair out of face/off food)</li> <li>• understanding why it is important to be clean in some workplaces (eg to stop germs spreading)</li> </ul>
1.2 Demonstrate appropriate time-keeping and attendance	<ul style="list-style-type: none"> <li>• co-operating with the person helping them get ready for an activity</li> <li>• turning up for and participating in planned activities</li> <li>• linking an activity with a particular time of day or day of the week</li> <li>• following simple instructions designed to ensure that they turn up on time (eg wait in Reception after lunch)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing community participation skills: getting out and about</b>
<b>Unit Ref No.</b>	<b>F/502/4169</b>
<b>Entry Code:</b>	<b>6068/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>5</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills they need to make maximum use of their local community.

<b>Learning outcomes</b> The learner will	<b>Assessment criteria</b> The learner can
<b>L01</b> Know that they have a place in the community.	AC1.1 Recognise aspects of their relationship as an individual to the community(ies) to which they belong.
<b>L02</b> Use local facilities and services.	AC2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services.
<b>L03</b> Use local shops.	AC3.1 Show that they can use local shops.
<b>L04</b> Use local eating and drinking places.	AC4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs.
<b>Guidance on degree within the assessment criteria</b>	
This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.	
The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly <b>not</b> expected to undertake all these activities in order to meet the assessment criteria.	

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Recognise aspects of their relationship as an individual to the community(ies) to which they belong.	<ul style="list-style-type: none"> <li>• Acknowledging the presence of others in a familiar setting (eg a learning group, a family)</li> <li>• Identifying others belonging to a familiar given group (eg being able to indicate some of the other learners who are in their cooking class)</li> <li>• Being able to identify a group within a familiar setting (eg a school as a community)</li> <li>• Acknowledging that there are other people beyond their familiar settings</li> <li>• and that they – and the learner - can all belong to a bigger group based on locality (eg a village or town as a community)</li> <li>• Being aware that they can use the services offered by the community (eg by going to the cinema)</li> <li>• Being aware that they can contribute to the community (eg by volunteering in a community project)</li> <li>• Making simple choices about being involved in the community</li> <li>• Understanding that belonging to a community brings some individual responsibilities (eg putting litter in the bin or keeping noise down when returning home late in the evening)</li> </ul>
2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services	<ul style="list-style-type: none"> <li>• Co-operating with a carer or support worker to use a facility</li> <li>• Expressing an opinion on a leisure service (verbally or through gesture)</li> <li>• Indicating preferences between one given leisure service and another</li> <li>• Following simple verbal instructions to make use of a service (eg 'put your card in the slot')</li> <li>• Observing simple conventions to use services (eg waiting in a queue)</li> <li>• Taking the right equipment and clothing (either selecting it themselves or with support or by taking given items)</li> <li>• Understanding what the different services provide (eg benefits from the post office, cash from the ATM; swimming at the leisure centre, Bingo at the Bingo Hall)</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
3.1 Show that they can use local shops.	<ul style="list-style-type: none"> <li>• Co-operating with a carer or support worker to use a shop</li> <li>• Expressing likes and dislikes in a shop (eg rejecting an item placed in basket by carer)</li> <li>• Expressing preferences (eg between one item and another)</li> <li>• Following simple verbal instructions to buy an item (eg 'put the bread in the basket')</li> <li>• Observing simple conventions relating to shopping (eg waiting in a queue)</li> <li>• Being able to locate chosen items in a shop, perhaps by following signs (eg those in a supermarket that indicate bakery or fresh produce)</li> <li>• Following simple routines (eg presenting shopping, handing over money, waiting for change)</li> <li>• Using a shopping list (pictorial or otherwise)</li> <li>• Understanding that different shops sell different things</li> </ul>
4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs.	<ul style="list-style-type: none"> <li>• Co-operating with a carer or support worker to visit a café, restaurant or bar</li> <li>• Expressing likes and dislikes in an eating or drinking place (eg rejecting a given drink)</li> <li>• Expressing preferences (eg between menu items)</li> <li>• Following simple verbal or signed instructions (eg to order food)</li> <li>• Observing simple conventions for the venue (eg waiting to be sat, paying before getting food in a take-away)</li> <li>• Following simple routines (eg making an order, waiting for food, waiting for bill)</li> <li>• Understanding that different outlets provide different food and drinks (eg pub sells alcohol; café sells tea and coffee)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Travel within the community: going places</b>
<b>Unit Ref No.</b>	<b>A/502/4171</b>
<b>Entry Code:</b>	<b>6069/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills they need to travel within their local community.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Travel within their own community	AC1.1 Make journeys within their local community, whether on foot or by public or private transport

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Make journeys within their local community, whether on foot or by public or private transport	<ul style="list-style-type: none"> <li>Co-operating with a carer or support worker to make a journey (this might be within a small familiar setting, e.g. from one part of the college to another)</li> <li>Requesting a journey by prompting either verbally or through an alternative method</li> <li>Identifying different small stages of a routine journey during the journey (e.g. knowing to turn right into the leisure centre, after being guided to that point)</li> <li>Making routine, short journeys in a sheltered setting (e.g. within the college)</li> <li>Following simple routines under supervision (e.g. waiting at a bus stop, getting on the right bus, getting off at the right point or finding a crossing, pressing button, walking when green man appears)</li> <li>With guidance, selecting the most appropriate form of transport from given options</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Using local health services</b>
<b>Unit Ref No.</b>	<b>F/502/4172</b>
<b>Entry Code:</b>	<b>6070/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to access local health services.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Access the services offered by local health services	AC1.1 Show that they can access local health services, such as GP, dentist, optician A&E, as appropriate to the learner's needs

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Show that they can access local health services, such as GP, dentist, optician A&E, as appropriate to the learner's needs	<ul style="list-style-type: none"> <li>• Co-operating with a carer or support worker to attend an appointment</li> <li>• Presenting themselves appropriately (eg allowing a carer to carry out personal care in advance, choosing suitable clothes)</li> <li>• Leaving and arriving on time for an appointment (whether with or without prompting or by following direct instructions)</li> <li>• Understanding that the appointment is intended to help them be healthy</li> <li>• Linking the provider to the service (eg dentist deals with teeth)</li> <li>• Following simple instructions to make an appointment at a health service provider</li> <li>• Following given procedures in a waiting room (eg taking a ticket, presenting themselves to a receptionist, waiting their turn)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing learning skills: learning to learn</b>
<b>Unit Ref No.</b>	<b>A/502/4154</b>
<b>Entry Code:</b>	<b>6071</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>5</b>
<b>Unit aim:</b>	This unit aims to enable learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing their learning skills.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Identify strengths and weaknesses in relation to learning	AC1 Recognise what they are good at and what they find difficult
<b>L02</b> Express preferences about learning	AC2.1 Communicate what they like and what they dislike in relation to learning
<b>L03</b> Be involved in making choices in relation to learning	AC3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it
<b>L04</b> Get help with their learning	AC4.1 Understand how to access sources of support
<b>L05</b> Be involved in producing and reviewing a person-centred learning plan	AC5.1 Contribute to setting and monitoring targets for their own learning

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.1 Recognise what they are good at and what they find difficult	<ul style="list-style-type: none"> <li>• Vocalising or gesturing in response to another's direct questioning about their strengths and weaknesses (e.g. 'Are you finding this hard?)</li> <li>• Using actions, gestures or words to indicate that they find something easy or difficult while engaged in the related activity</li> <li>• Indicating in interactions with others, from a number of skills or activities suggested to them which they find difficult and which they find easy</li> <li>• In supported one-to-one interactions, volunteer something they consider themselves good at and something which they find difficult</li> </ul>
2.1 Communicate what they like and what they dislike in relation to learning	<ul style="list-style-type: none"> <li>• Vocalising or gesturing in response to a particular person, situation, or activity to indicate like or dislike</li> <li>• Showing consistent preferences (e.g. for working with a particular staff member or for a particular type of activity)</li> <li>• Using actions, gestures or words to indicate a preference for one given learning option over another (e.g. an inside or outside activity; group or pair work; working with clay or painting)</li> <li>• Requesting preferred events or activities without prompting (e.g. by selecting an object and taking it to a member of staff)</li> <li>• Independently selecting preferred options</li> <li>• Using actions, gestures or words to indicate a more generalised learning preference (e.g. I like group work; I don't like money; I enjoy being outside; I like the music teacher)</li> <li>• Likes and dislikes might relate to any aspect of learning including the content of a learning programme, types of activity, methods of teaching, learning preferences, venues for learning.</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it	<p>Learners might contribute to interactions about their learning by:</p> <ul style="list-style-type: none"> <li>• using single words, signs or symbols to respond to a suggested approach (e.g. a suggested activity, learning group or class)</li> <li>• presenting single concepts, ideas or preferences about their learning (e.g. I want to do music; I don't want to work outside) in response to prompting</li> <li>• taking part in one-to-one interactions to identify and select learning options about what they want to learn and why</li> <li>• identifying options in relation to learning and with support making a choice between them</li> <li>• using their identified likes and dislikes and aspirations to help make decisions about their learning</li> </ul>
4.1 Understand how to access sources of support	<p>Learners might demonstrate their understanding by:</p> <ul style="list-style-type: none"> <li>• accepting help from familiar people (e.g. teachers, peers, family members)</li> <li>• recognising that familiar people can be sources of support</li> <li>• indicating that they need help</li> <li>• recognising and being able to find on-site sources of support (e.g. learning support centre; library; personal tutor's office)</li> <li>• linking sources of support to the type of support that they offer (e.g. IT technician for computer problem, learning support assistant for access to a particular resource)</li> </ul>

Assessment criteria	Possible ways of demonstrating that the criteria have been met
5.1 Contribute to setting and monitoring targets for their own learning	<p>Learners might contribute to target-setting and monitoring by:</p> <ul style="list-style-type: none"> <li>• Listening and responding to a suggested target or set of targets</li> <li>• Using signs, symbols or words to communicate a longer term aspiration or short term goal – these may not be entirely realistic in their first iteration (e.g. I want to be a teacher; I want to go to the shop on my own)</li> <li>• Using signs, symbols or words to suggest a target (which may not be entirely realistic in its first iteration)</li> <li>• Listening and responding to a teacher's assessment of their progress towards a target</li> <li>• Taking part in straightforward one-to-one discussions about selecting a target that matches their aspirations and reviewing progress towards that target</li> <li>• Answering straight forward, closed questions about the progress that they are making (e.g. 'Are you finding it easier to use the keyboard?' 'How many times have you been outside this week?')</li> <li>• Selecting a target from options presented to them (all tailored to meet the learners' needs, interests and aspirations)</li> <li>• Negotiating or agreeing an appropriate target or set of targets</li> <li>• Making straightforward comments about their progress in response to general questions such as 'How are you getting on?' (E.g. 'I have been to the workshop twice' 'I don't mind working with Joe now')</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Dealing with problems</b>
<b>Unit Ref No.</b>	<b>Y/502/4159</b>
<b>Entry Code:</b>	<b>6072/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>4</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising when problems arise and developing approaches to resolving problems.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be aware of problems when they arise	AC1.1 Recognise when they have a problem
<b>LO2</b> Come up with a solution to a problem	AC2.1 Identify sources of help  AC2.2 Select a solution

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Recognise when they have a problem	<ul style="list-style-type: none"> <li>• Demonstrating an awareness of change in their environment (e.g. a cup is not where it usually is)</li> <li>• Repeated attempts (not necessarily successful) to do something (e.g. trying to reach or grasp an object)</li> <li>• Acknowledging that there is a problem to solve when it is pointed out to them (e.g. when asked 'are you stuck?')</li> <li>• Communicating verbally or otherwise that they don't know what to do next</li> <li>• Acknowledging that they need a strategy (not necessarily of their own devising) in order to move forwards or resolve a situation (e.g. by seeking out a staff member to demonstrate that they can't get something to work)</li> <li>• Stating verbally or otherwise that they have a problem</li> </ul>
2.1 Identify sources of help	<ul style="list-style-type: none"> <li>• Accepting help from familiar people (e.g. teachers, peers, family members)</li> <li>• Recognising familiar people as sources of help</li> <li>• Understanding that help can be provided through different means (e.g. people, help lines, websites, leaflets)</li> <li>• Finding out about agencies and external bodies that can provide help (e.g. Connexions, a GP, an advocacy group)</li> <li>• With support, matching agencies and external bodies of key significance to themselves to the kinds of help they can provide (e.g. a health visitor to a new parent)</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
2.2 Select a solution	<ul style="list-style-type: none"> <li>• Demonstrating an awareness of cause and effect of their own actions (e.g. by throwing an object to attract attention)</li> <li>• Listening and responding to suggested solutions</li> <li>• Being prompted to suggest solutions (not all of which will be appropriate)</li> <li>• Choosing an appropriate solution from a set of given alternatives, independently or with prompting</li> <li>• Copying the actions of others to see if they can be used to solve their particular problem, not always successfully</li> <li>• Recognising the similarities between one situation and another when they are pointed out and with prompting recalling the solution to the previous problem (e.g. responding accurately to the questions 'What did you do when you lost your coat? Would it be a good idea to go to lost property to look for your bag?')</li> <li>• Suggesting a workable solution to a straightforward problem (not necessarily the most appropriate)</li> <li>• Understanding simple explanations as to why one suggested solution might be more appropriate than another (e.g. asking a warden for the spare keys is a more appropriate solution to the problem of being locked out than calling emergency services)</li> <li>• Identifying an appropriate solution by recalling what they did in a previous, similar situation (e.g. remembering what they did last time they go lost at college)</li> </ul> <p>The amount of guidance and prompting is likely to increase in proportion to the complexity of the problem that the learner is trying to solve. In many cases, the solution will be to seek help. This assessment criterion is therefore closely linked to the criterion above.</p>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Getting on with other people</b>
<b>Unit Ref No.</b>	<b>L/502/4160</b>
<b>Entry Code:</b>	<b>6073/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>4</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills needed to work with or alongside other people.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Interact with others	AC1.1 Listen and respond to others  AC1.2 Communicate with others
<b>L02</b> Take part in a group activity	AC2.1 Follow instructions from others  AC2.2 Accept, ask for or offer help  AC2.3 Engage in an activity involving 2 or more people  AC2.4 Take account of other group members

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the early awareness to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Listen and respond to others	<ul style="list-style-type: none"> <li>• demonstrating an awareness of the presence of others</li> <li>• Tracking the actions or movements of others</li> <li>• Focusing attention on the person speaking</li> <li>• single word, sign or symbol responses to key words in context</li> <li>• responding to simple prompts, questions, requests and instructions</li> <li>• demonstrably paying attention</li> <li>• answering simple questions about a range of personal information</li> <li>• listening to and following brief narratives or explanations</li> <li>• listen and respond to a small range of familiar people with different relationships to the learner (e.g. peers, family members, carers, support workers, tutors)</li> </ul>
1.2 Communicate with others	<ul style="list-style-type: none"> <li>• vocalising or gesturing to express feelings towards a person (e.g. with a smile or by turning away)</li> <li>• using single words, signs and symbols and with familiar people</li> <li>• making simple requests and joining in with music or rhyme</li> <li>• using short phrases and asking simple questions</li> <li>• referring to past, present and future events</li> <li>• using vocabulary to convey meaning which goes beyond words of purely personal significance</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
2.1 Follow instructions from others	<ul style="list-style-type: none"> <li>• tolerating the actions of others to ensure that they are doing as instructed</li> <li>• being guided physically or with repeated verbal prompts from a familiar person</li> <li>• listening to and comprehending simple instructions based on one, two or three key words or signs</li> <li>• being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out</li> <li>• listening to and following simple instructions containing single steps from familiar people</li> <li>• completing a straightforward task by following single step stages</li> </ul>
2.2 Accept, ask for or offer help	<ul style="list-style-type: none"> <li>• allowing a familiar person to guide them physically (e.g. hand over hand) or to perform a function which they are not able to perform themselves</li> <li>• indicating a need for help using a single sign, symbol or word</li> <li>• asking for help by seeking out an appropriate person, using a short phrase to communicate the type of help needed</li> <li>• providing help when prompted by others (e.g. holding a door open for another learner when asked to do so by staff)</li> <li>• offering help without prompting (e.g. picking up something dropped by another learner and returning it to them)</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
2.3 Engage in an activity involving 2 or more people	<ul style="list-style-type: none"> <li>• Sharing their personal space with another person</li> <li>• Tracking the actions of those involved in the activity</li> <li>• Electing to join a group</li> <li>• Being supported to participate in an activity with others</li> <li>• Communicating about the activity with a familiar person using single ideas or preferences</li> <li>• Performing a single-step task which contributes to a larger group goal (e.g. doing the artwork for a poster to advertise an event)</li> <li>• Asking and answering simple questions of peers or member of staff (e.g. 'What do I do next?')</li> <li>• Following simple instructions from a group leader</li> </ul> <p>All of these actions must take place in the context of a group activity and contribute towards the achievement of a shared goal.</p>
2.4 Take account of other group members	<ul style="list-style-type: none"> <li>• Sharing personal space with others</li> <li>• Focusing on group members</li> <li>• Co-operating in a group to listen to (or not detract from) the course of discussions</li> <li>• Taking turns in activities or discussion</li> <li>• Waiting their turn to ask for help or to receive attention</li> <li>• Acknowledging the ideas or preferences of other group members</li> <li>• Responding to the contributions of other group members (e.g. by agreeing or disagreeing on a proposed activity)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Developing self awareness: all about me</b>
<b>Unit Ref No.</b>	<b>Y/502/4422</b>
<b>Entry Code:</b>	<b>6074/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing self-awareness.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:
<b>L01</b> Be aware of themselves as an individual.	AC1.1 Recognise what makes them individual.  AC1.2 Express their individuality.
<b>L02</b> Be aware of their relationship to others.	AC2.1 Recognise how they relate to others.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Early awareness to Application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Recognise what makes them individual	<ul style="list-style-type: none"> <li>• Focusing fleetingly on images of themselves</li> <li>• Showing interest in their own reflection</li> <li>• Responding to an image of themselves in a mirror</li> <li>• Reacting to their name being called</li> <li>• Identifying themselves in photos</li> <li>• Recognising and using a sign, symbol or object for self</li> <li>• Confirming personal details in response to straightforward questions (e.g. Are you David?)</li> <li>• Knowing their own name and some personal details (e.g. parent's name; number of base room at college)</li> <li>• Being aware of their gender, age (e.g. 15 or adult not child) and other significant defining characteristics (e.g. married)</li> <li>• Knowing what they like and dislike</li> <li>• Understanding their own capabilities (e.g. I can use a lift; I need to be accompanied when I go to town)</li> <li>• Identifying what they would like to do in the future</li> <li>• Identifying what they would like to change or develop about themselves or their situation</li> </ul>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.2 Express their individuality	<ul style="list-style-type: none"> <li>• Expressing emotions (e.g. pleasure, frustration), perhaps through reflex responses, in vocalisation or gesture</li> <li>• Vocalising or gesturing in response to a person, object or event to indicate like or dislike</li> <li>• Expressing consistent preferences, (e.g. for flavours or for particular types of activity)</li> <li>• Requesting events or activities using signs, symbols, objects or words with or without prompting</li> <li>• Using actions, gestures or words to indicate choice (e.g. about what to wear; what activity to do; how they want to be supported; what they want to learn)</li> <li>• Communicating information about themselves to others (e.g. I'm cold; I come to the day centre with my sister)</li> <li>• Asking for help to do something they wish to achieve</li> <li>• Explaining what is important to them (e.g. I want to live near my family; I want to do more things on my own; I need to have friends around me; I like to work with Sue)</li> <li>• Expressing hopes and aspirations (which may not be entirely realistic in their first iteration)</li> <li>• Setting targets for themselves (which may not be entirely realistic in their first iteration), with or without support, and sharing these with others</li> </ul>
2.1 Recognise how they relate to others	<ul style="list-style-type: none"> <li>• Accepting the presence of familiar people</li> <li>• Responding (possibly by reflex) to familiar people</li> <li>• Showing interest in significant people in their lives (e.g. family members, friends, support workers) either when they are present or when pictured in photos</li> <li>• Being aware that they belong to a family and identifying their place within it (e.g. as mother and daughter; as uncle and brother)</li> <li>• Being aware that they belong to one or more wider communities (e.g. club/school/town) and how they fit into it (e.g. as member; leader; helper; service user)</li> <li>• Recognising the roles of different people in their lives (e.g. to teach, to provide different sorts of support, as friends)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Rights and responsibilities: everybody matters</b>
<b>Unit Ref No.</b>	<b>K/502/4430</b>
<b>Entry Code:</b>	<b>6075/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising their own rights and responsibilities.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Be aware that they have rights as individuals	AC1.1 Recognise some of their basic rights as an individual
<b>L02</b> Be aware they have responsibilities as individuals	AC2.1 Take some responsibility for themselves AC2.2 Recognise some responsibilities that they have towards others

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the active involvement to application stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
<p>1.1 Recognise some of their basic rights as an individual</p>	<ul style="list-style-type: none"> <li>• Resisting or accepting the support, presence or ideas of others</li> <li>• Communicating using their own preferred method of communication</li> <li>• Co-operating with an advocate to express themselves</li> <li>• Expressing preferences, likes or dislikes or opinions whether in reflex responses, vocalizations, gesture, signs, symbols or words (e.g. in relation to their learning, their support, aspects of their lifestyle)</li> <li>• Making choices and decisions, with appropriate degrees of support, as to how they live their lives and what and how they want to learn</li> <li>• Making challenges and raising objections to the status quo, with appropriate degrees of support, either through vocalizing, gesture, signs, symbols or words (e.g. rejecting a particular food being offered to them; asking for a different keyboard; stating that they do not want to be accompanied round a shop)</li> <li>• Making requests (e.g. to be moved to a different room; to work with a particular support worker; to go on a work placement)</li> <li>• Joining clubs and using local services and facilities</li> </ul> <p>Rights might include the right to express opinions with help or support as necessary; to be listened to; to have control over key aspects of their lives; to be part of society; to be accepted for who they are; to have a meaningful education.</p>

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
2.1 Take some responsibility for themselves	<ul style="list-style-type: none"> <li>• Accepting the help of others to keep themselves healthy and safe</li> <li>• Requesting help to keep healthy and safe or to achieve something they wish to achieve</li> <li>• Co-operating or participating to ensure personal care routines are carried out and personal safety codes are observed</li> <li>• Looking after own belongings (e.g. by remembering where they are stored; taking appropriate kit to a sporting club and bringing it back with them afterwards)</li> <li>• Participating in routine tasks with or without prompting in order to achieve something they wish to achieve</li> <li>• Carrying out actions, with support as appropriate, to control aspects of their environment (e.g. using a switch to alter the volume of a CD player; closing a window that's causing a draught)</li> <li>• Making choices and decisions, with support as appropriate, in order to have control over key aspects of their lives (e.g. suggesting targets for their person-centered learning plan; opting for one form of support over another)</li> </ul>
2.2 Recognise some responsibilities that they have towards others	<ul style="list-style-type: none"> <li>• Accepting help or support</li> <li>• Ensuring their actions do not cause deliberate harm or distress to others</li> <li>• Taking turns during an activity</li> <li>• Waiting for a support worker to finish with another learner before trying to attract their attention</li> </ul> <p>[further earlier examples needed]</p>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Encountering experiences: being a part of things</b>
<b>Unit Ref No.</b>	<b>R/502/4161</b>
<b>Entry Code:</b>	<b>6076/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working at the very earliest stage of Entry 1 with the opportunity to have recorded their responses to activities and situations which they have encountered.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Encounter activities	AC1.1 Experience activities and situations
<b>L02</b> Respond with reflex to experiences	AC2.1 Give reflex responses to external stimuli

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Encounter stage on the achievement continuum. The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways.

<b>Assessment Criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Experience activities and situations	<ul style="list-style-type: none"> <li>• Being passive or resistant while an activity takes place</li> <li>• Participating in activities when fully prompted</li> </ul>
2.1 Give reflex responses to external stimuli	<p>Giving reflex responses as a reaction to</p> <ul style="list-style-type: none"> <li>• A physical experience (e.g. 'too hot' to a drink)</li> <li>• An emotional experience (e.g. laughing when they are happy)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Engaging with the world around you: people</b>
<b>Unit Ref No.</b>	<b>R/502/4175</b>
<b>Entry Code:</b>	<b>6077/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to people recorded.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Interact with people	AC1.1 Engage with people

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Early Awareness to Active Involvement stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Engage with people	<ul style="list-style-type: none"> <li>• Showing that they are aware that there are other people present (e.g. through a reflex response to the noise that others are making)</li> <li>• Briefly focusing on a person (e.g. when a tutor is talking directly to them)</li> <li>• taking interest in the people around them (e.g. by tracking them as they move around the room)</li> <li>• demonstrating response and deliberate reaction to people (e.g. smiling at a person they like)</li> <li>• indicating wish to communicate (e.g. by attempting to vocalise or gesture)</li> <li>• initiating communication and indicating that a response is expected (e.g. making a request by vocalising or gesture and waiting for an answer)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Engaging with the world around you: events</b>
<b>Unit Ref No.</b>	<b>T/502/4203</b>
<b>Entry Code:</b>	<b>6078/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to events recorded.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Interact with events	AC2.1 Engage with events

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Early Awareness to Active Involvement stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
2.1 Engage with events	<ul style="list-style-type: none"> <li>• showing that they are aware that some sort of change is taking place (e.g. furniture in a room is being moved to make space for a movement class)</li> <li>• briefly focusing on events taking place around them (e.g. in a music session, watching equipment being set up)</li> <li>• showing interest in what is happening (e.g. tracking movements, showing signs of excitement or anxiety)</li> <li>• demonstrating response and deliberate reaction to an event (e.g. banging a tray to indicate willingness to participate in an activity)</li> <li>• supported participation in events and recognition of familiar events (e.g. being supported to get ready for an off-site trip, indicating that they know that means wearing a coat)</li> <li>• remembering learned responses to events (e.g. repeating an action, sound or word in response to a familiar event such as a mealtime)</li> <li>• Anticipate known events which follow a regular sequence, such as by waiting for someone to come through the door when she/he is seen going past the window</li> </ul>

EL Units - Personal Progress - Engaging with the World around you: events / JF

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Engaging with the world around you: objects</b>
<b>Unit Ref No.</b>	<b>F/502/4205</b>
<b>Entry Code:</b>	<b>6079/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>2</b>
<b>Unit aim:</b>	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to objects recorded.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Interact with objects	AC1.1 Engage with objects

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Early Awareness to Active Involvement stages on the achievement continuum.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways.

Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria. The examples given relate to the full range of stages on the achievement continuum covered by the unit.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Engage with objects	<ul style="list-style-type: none"> <li>briefly focusing on objects</li> <li>showing an interest in an object (e.g. by watching while someone else uses it)</li> <li>demonstrating a response and deliberate reaction to objects (e.g. by clapping when a tambourine is shaken)</li> <li>supported exploration of objects (e.g. by touching, shaking or dropping it)</li> <li>expressing a preference for one object over another</li> <li>active exploration of objects over an extended period (such as picking up a book, turning the pages, focusing on the pictures)</li> </ul>

## PERSONAL PROGRESS - E1

<b>Title:</b>	<b>Understanding what money is used for</b>
<b>Unit Ref No.</b>	<b>D/600/0438</b>
<b>Entry Code:</b>	<b>6080/E1</b>
<b>Level:</b>	<b>Entry 1</b>
<b>Credit value:</b>	<b>3</b>
<b>Unit aim:</b>	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills needed to work with money.

<b>Learning Outcomes</b> The learner will	<b>Assessment Criteria</b> The learner can
<b>L01</b> Have an awareness of the use of money	AC1.1 Identify money from other items  AC1.2 Identify a conventional use of money  AC1.3 Use money in a realistic situation

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities.

All Assessments of this unit must make use of the entry 1 achievement continuum. Judgements should be recorded on the entry 1 learner transcript and indicate the stage on the continuum at which the learner has achieved the learning outcomes

The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 identify money from other items	<ul style="list-style-type: none"> <li>• show an awareness of coins/paper money/tokens</li> <li>• grasp coins/paper money/tokens as a reflex action</li> <li>• accept hand on hand guidance in picking up and taking coins/paper money/tokens and placing them</li> <li>• reaching and taking/giving coins and paper money when proffered or requested with open hand and verbal/symbol/sign prompt</li> <li>• selecting coins/paper money/tokens from a group of different objects</li> <li>• selecting coins/paper money/tokens from a group of similar objects with appropriate level of support</li> <li>• giving and receiving other objects in exchange for coins/paper money/tokens with appropriate level of support</li> <li>•</li> </ul>
1.2 identify a conventional use of money	<ul style="list-style-type: none"> <li>• show an awareness of money being exchanged for desired objects</li> <li>• demonstrate a response (which may be reflex) of wanting an object</li> <li>• show an awareness of coins and paper money being counted out</li> <li>• demonstrate preference and choices of desired objects</li> <li>• tracking other people exchanging money for goods</li> <li>• anticipate receiving a desired object in exchange for money</li> <li>• offer money proactively in exchange for a desired object with appropriate level of support</li> <li>• naming / identifying (verbal/sign/symbol) different coins and paper money with appropriate level of support</li> <li>• sorting coins and paper money into order of size with appropriate level of support</li> <li>• sorting coins and paper money into order of value with appropriate level of support</li> <li>•</li> </ul>

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.3 use money in a realistic situation	<ul style="list-style-type: none"> <li>• show an awareness of being in a setting, simulated or real where money is exchanged for goods</li> <li>• demonstrating anticipation of going into a setting where money can be exchanged for goods or objects</li> <li>• demonstrating a response to being offered a choice of desired goods or objects</li> <li>• show an awareness that money must be given to receive the desired goods or objects</li> <li>• offer money when asked or prompted to receive desired goods or objects</li> <li>• making a proactive choice of goods or objects to be bought</li> <li>• offer money for goods or objects without a prompt</li> <li>• count out simple amounts in similar value coins with an appropriate level of support</li> <li>• count out simple amounts in mixed coins with an appropriate level of support</li> <li>• count out and offering simple, exact amounts</li> <li>• engage proactively in shopping activities with appropriate level of support</li> <li>•</li> </ul>