



Entry 1 Award, Certificate and Diploma in  
Personal Progress  
Specification

**Ofqual Accreditation Number:** **Award: 500/6479/4**  
**Certificate: 500/6480/0**  
**Diploma: 500/6481/2**

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## ASCENTIS' MISSION STATEMENT

### About Ascentis

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

Ascentis  
Office 4  
Lancaster Business Park  
Mannin Way  
Caton Road  
Lancaster  
LA1 3SW

Tel: 01524 845046  
[www.ascentis.co.uk](http://www.ascentis.co.uk)

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## ENTRY 1 AWARD / CERTIFICATE / DIPLOMA IN PERSONAL PROGRESS

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### Introduction

The Ascentis Award, Certificate and Diploma in Personal Progress at Entry Level 1 are designed for learners operating at the earliest communication levels. This also includes learners who already have life skills but are working at, or just below, the Application stage of the Achievement Continuum. They give learners recognition for their learning and promote and support progression over time.

To give learners more choice there are units available at Entry 2. These units are not part of the Achievement Continuum and learners will be able to take a maximum of 49% credits in Entry 2 units.

There are several features of these qualifications that make them very appropriate for their target learners:

- Unit certification is available for each of the units
- Flexible award recognising spiky profiles of learners through certification in any combination of individual development stages on the achievement continuum
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

### Aims

The aims of the qualifications are to enable learners:

- 1 To promote the development of life skills
- 2 To promote the development of functional skills in English, Maths and ICT below the level of the Functional Skills qualifications
- 3 To support the horizontal and lateral progression of learners while recognising their learning achievements

### Target Group

These qualifications are aimed at a wide variety of learners with individual abilities, interests, motivations and aspirations. These individuals will have learning difficulties for a variety of reasons and are working within the Entry 1 continuum levels previously known as pre-Entry.

<b>Ofqual Qualification Accreditation Numbers:</b>	<b>Award:</b>	<b>500/6479/4</b>
	<b>Certificate:</b>	<b>500/6480/0</b>
	<b>Diploma:</b>	<b>500/6481/2</b>

## Rationale for the Rules of Combination

To achieve the **Entry 1 Award in Personal Progress** learners must achieve a minimum of 8 credits from any of the units.

To achieve the **Entry 1 Certificate in Personal Progress** learners must achieve a minimum of 14 credits from any of the units.

To achieve the **Entry 1 Diploma in Personal Progress** learners must achieve a minimum of 37 credits from any of the units.

To give learners more choice we have added some Entry 2 units. These units are not part of the Achievement Continuum and learners will be able to take a maximum of 49% of credits in Entry 2 units.

## Rules of Combination

Entry 1 Award/Certificate/Diploma in Personal Progress				
Minimum credits: Award: 8 Certificate: 14 Diploma: 37				
Entry 1 Units				
Credit (from Entry 1 units): Award:8 Certificate: 14 Diploma: 37				
Title	Level	Credit Value	GLH	QCF Unit ref
Developing communication skills	E1	3	30	F/502/4317
Developing reading skills	E1	3	30	F/502/4320
Developing writing skills	E1	3	30	R/502/4323
Developing ICT skills	E1	4	40	Y/502/4324
Early mathematics: developing number skills	E1	2	20	D/502/4325
Early mathematics: position	E1	2	20	K/502/4327
Early mathematics: shape	E1	2	20	T/502/4329
Early mathematics: measure	E1	3	30	M/502/4331
Early mathematics: sequence and sorting	E1	3	30	T/502/4332
Understanding what money is used for	E1	3	30	D/500/0438
Developing independent living skills: having your say	E1	3	30	H/502/4164
Developing independent living skills: keeping safe	E1	2	20	K/502/4165
Developing independent living skills: looking after your own home	E1	2	20	M/502/4166
Developing independent living skills: being healthy	E1	2	20	A/502/4168
Developing skills for the workplace: getting things done	E1	4	40	J/502/4450
Developing skills for the workplace: following instructions	E1	2	20	R/502/4449
Developing skills for the workplace: health and safety	E1	2	20	L/502/4451
Developing skills for the workplace: looking	E1	2	20	R/502/4452

and acting the part				
Developing community participation skills: getting out and about	E1	5	50	F/502/4169
Travel within the community: going places	E1	3	30	A/502/4171
Using local health services	E1	2	20	F/502/4172
Developing learning skills: learning to learn	E1	5	50	A/502/4154
Dealing with problems	E1	4	40	Y/502/4159
Getting on with other people	E1	4	40	L/502/4160
Rights and responsibilities: everybody matters	E1	3	30	K/502/4439
Encountering experiences: being a part of things	E1	3	30	R/502/4161
Engaging with the world around you: people	E1	3	30	R/502/4175
Engaging with the world around you: events	E1	3	30	T/502/4203
Engaging with the world around you: objects	E1	3	30	F/502/4205
Developing self awareness: all about me	E1	3	30	Y/502/4422
Produce a piece of art work	E1	2	20	T/503/4343
Create a piece of craft or design	E1	2	20	D/503/4580
Developing skills in drama	E1	2	20	L/503/4347
Develop skills to play a musical instrument	E1	2	20	T/503/4357
Develop dance and movement skills	E1	2	20	T/503/4360
Entry 2 Units				
Produce a piece of art work	E2	2	20	A/503/4344
Create a piece of craft or design	E2	2	20	J/503/4346
Developing skills in drama	E2	2	20	K/503/4582
Develop skills to play a musical instrument	E2	2	20	F/503/4359
Develop dance and movement skills	E2	2	20	M/503/4583
Barred combinations				
QCF unit title	QCF reference		QCF unit title	QCF reference
Produce a piece of art work (Entry 1)	T/503/4343	May not be taken with	Produce a piece of art work (Entry 2)	A/503/4344
Create a piece of craft or design (Entry 1)	D/503/4580	May not be taken with	Create a piece of craft or design (Entry 2)	J/503/4346
Developing skills in drama (Entry 1)	L/503/4347	May not be taken with	Developing skills in drama (Entry 2)	K/503/4582
Develop skills to play a musical instrument (Entry 1)	T/503/4357	May not be taken with	Develop skills to play a musical instrument (Entry 2)	F/503/4359
Develop dance and movement skills (Entry 1)	T/503/4360	May not be taken with	Develop dance and movement skills (Entry 2)	M/503/4583

Unit certification is available for all units.

### **Recommended Guided Learning Hours**

The recommended guided learning hours for the Award is 80, for the Certificate is 140 and for the Diploma 370.

### **Time Limit for the Process of Credit Accumulation and Exemptions**

Credit accumulation is usually within the life span of the qualification.

### **Recommended Prior Knowledge, Attainment and / or Experience**

No recommended prior learning or experience is required.

### **Age Range of Qualification**

These qualifications are suitable for young people aged 14 -19 and adult learners.

### **Opportunities for Progression**

It is expected that individual learners will progress through this specification in different ways, at different rates, and at a pace that suits them. Progression may be:

- Incrementally (vertically) along the continuum at entry level 1
- Laterally (additional units)
- By maintenance of skills

Some learners may progress on to the following qualifications:

- Ascentis Life Skills
- Ascentis Functional Skills in English, Maths and ICT
- Entry 2 units within the Personal Progress qualification

### **Centre Recognition**

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

### **Qualification Approval**

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

### **Registration**

All learners must normally be registered within seven weeks of commencement of a course via Rhombus (the Ascentis learner registration portal). Guidance can be downloaded from the Ascentis website at [www.ascentis.co.uk/rhombus](http://www.ascentis.co.uk/rhombus).



## Status in England, Wales and Northern Ireland

These qualifications are available in England, Wales and Northern Ireland. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Key Information/Policies area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

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

On completion of the learners' evidence for either the individual units or the award / certificate / diploma, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

### Internal Assessment

Evidence for each unit is collected through the unit transcript which is used to demonstrate that all the assessment criteria within the unit have been achieved. The transcript will be completed by the assessor at the centre, who may or may not be the tutor teaching the course. Unit transcripts for each of the units are available in Appendix 2.

Centres are required to keep the unit transcripts for each learner and attach them to the relevant certificate once it has been issued by Ascentis.

Where possible the unit transcript should be supported by evidence produced in the assessment task. Examples of evidence that might be used include

- Questions and answers
- Writings and drawings by the learner
- Photographs
- Video
- Tape recordings

### Using the Entry 1 Unit Transcript

The unit transcript should clearly recognise the learner's performance for each of the assessment criteria against the Achievement Continuum. Stage descriptors for the continuum can be found on pages 11 and 12.

For each criterion the assessor is required to write a short statement explaining what the learner did in order to meet it and make a judgement based on the performance in assessment as to what stage on the continuum this equates to. Learners can perform at different stages for different assessment criteria.

### Example of a completed transcript

<b>Assessment Criterion: 1.1 Show understanding in his/her response to what they have heard</b>
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.
Achievement continuum stage: Active involvement

  

<b>Assessment Criterion: 2.1 Use words, signs, phrases, objects or symbols to communicate</b>
Assessor statement: Joe is confident about communicating with familiar people. He will bang his tray to attract people's attention but also uses some words, combined with picture cards to communicate simple ideas or requests, such as choosing a group activity

Developmental Stage	Stage Characteristics	Stage Descriptor
1 Encounter	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>
2 Early Awareness	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>
3 Interest	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>
4 Supported Participation	Cooperation and engagement	Learners accept supported participation. They cooperate with shared exploration and engage in activities, although their responses may be supported by staff or other learners.
5 Active Involvement	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>
6 Development	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>
7 Exploration	Concentration, recall and observation	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. They observe the results of their actions with interest.
8 Initiation	Established responses and conventional communication	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.

		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.
9 Consolidation	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>
10 Application	Application 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 instructions.</p>

Some units may be more appropriate for generating evidence at particular stages than others; guidance on what stages the unit should be used for can be found in the tutor guidance section at the end of each unit.

## Verification

### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Key Information section of the Ascentis website  
[www.ascentis.co.uk](http://www.ascentis.co.uk)

## External Verification

Recognised centres will normally be visited twice a year for external verification; although more frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centre's management of the accredited provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Staff development, including guidance and support for assessors and internal quality assurance staff can be requested either as part of an external verification visit or as a bespoke session for centres. Please contact the Ascentis Quality Assurance team for further details [qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk).

## Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be occupationally knowledgeable and competent within areas of Personal Progress in which they are making assessment decisions / delivering the qualifications.

Assessors must be qualified to make assessment decisions. Relevant qualifications include:

- Level 4 Certificate in Education and Training
- Level 5 Diploma in Education and Training
- Award in Assessing Vocationally Related Achievement
- Certificate in Assessing Vocational Achievement
- Legacy qualifications such as A1, A2, D23, D33

Legacy qualifications remain valid providing the assessor has up to date experience of assessing and has undertaken relevant annual Continuing Professional Development.

Those delivering the qualification should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training, Level 5 Diploma in Education and Training or working towards such a qualification.

Internal Verifiers need to meet the requirements for assessors and have a knowledge of the internal verification process. Training is available from Ascentis for anyone new to this role.

## UNIT SPECIFICATIONS

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### Developing communication skills

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: Entry 1**

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#### Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will be able to	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 and preferences with others

#### Indicative Content

##### Listen and Respond to Other People

Single word, sign or symbol responses to key words in context; responding to simple prompts, questions, requests and instructions; demonstrably paying attention; answering simple questions about a range of personal information; and listening to and following brief narratives.

##### Speak (or use other means) to Communicate with Other People

Repeating single words, signs and symbols and using these with familiar people; making simple requests and joining in with music and rhyme; using short phrases and asking simple questions; referring to past, present and future events and using conjunctions; and using vocabulary to convey meaning which goes beyond words of purely personal significance.

##### Engage in Discussion with Other People

Using single words, signs or symbols; presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols; taking part in one-to-one and group discussions; taking part in conversations and role-play; and pro-actively contributing to a range of oral interactions on a simple idea or subject.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Developing reading skills

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: Entry 1**

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#### Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Show some interest in reading	1.1 Demonstrate an interest in texts
2 Show some response to reading	2.1 Demonstrate some understanding of what is being read
3 Recognise objects and symbols	3.1 Match objects to symbols, letters or words

#### Indicative Content

##### Show Some Interest in Reading

Handling books; choosing a book or magazine; looking at symbols, objects or pictures while listening to someone read; and expressing preferences about texts.

##### Show Some Response to Reading

Learners might demonstrate their understanding by: listening to a text being read and responding (e.g. by laughing at something they find funny); communicating about people, characters, events or images from texts with which they are familiar (these might be image rather than word-based texts); distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning; understanding that print conveys meaning and that text flows from left to right and from top to bottom of a page; communicating about aspects of texts they have heard read; and understanding that different texts have different purposes (e.g. information in a timetable; story / entertainment in a novel).

##### Recognise Objects and Symbols

Matching similar and identical objects, symbols, signs and words; re-reading some of their own commonly-used symbols and marks; recognising or reading and selecting a combination of up to 5 words, signs or symbols relating to their personal vocabulary; recognising most of the letters of the alphabet fairly consistently and up to 10 words, signs or symbols linked to their personal vocabulary; and 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.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.



## UNIT SPECIFICATIONS

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### Developing writing skills

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: Entry 1**

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#### Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be aware that marks, symbols, signs or words have meanings	1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words
2 Be able to use marks, symbols, signs or words to communicate	2.1 Communicate using marks, symbols, signs or words

#### Indicative Content

##### **Be aware that Marks, Symbols, Signs or Words have Meaning**

Showing an awareness that marks and symbols can have meaning; being able to choose, with support, symbols and / or signs for use in personal writing; understanding in contexts related to personal information, that particular symbols, signs or words have particular meanings; with support, using own symbols, signs or words to label particular objects; understanding that symbols, signs or words can represent unfamiliar meanings and be able to match some of these to people, objects or places; understanding that images, signs, symbols and words convey information for different purposes; and with support, writing short texts using images, signs, symbols, familiar words and letters to communicate meaning for different simple purposes.

##### **Be able to use Marks, Symbols, Signs or Words to Communicate**

Making marks or symbols in their preferred mode of communication; selecting appropriate symbols, objects or signs to convey meaning; with support, tracing, overwriting and copying under / over a model, making horizontal, vertical and circular lines to make symbols or signs; understanding the difference between letters, words, signs and symbols; tracing, overwriting and copying under / over a model, to produce one or two recognisable letters or symbols related to their name; with some inconsistencies writing from left to right and from top to bottom; forming some letters correctly and grouping them, leaving spaces in between them; making a shopping list using symbols; making a mark on art or craft work to identify ownership; writing a letter to a friend using Communicate in Print; being able to sequence some letters, symbols and words from memory, such as when writing their own name and a few other simple and familiar words; and writing by hand using controlled letter shapes, or by using a keyboard, forming a sequence (such as their own name) correctly from memory.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Developing ICT skills

**Credit Value of Unit: 4**

**GLH of Unit: 40**

**Level of Unit: Entry 1**

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#### Introduction

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 ICT skills.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Use ICT to control environment	1.1 Effect change in their own environment, using ICT
2 Use ICT to source information	2.1 Gain information through ICT
3 Use ICT to communicate or augment or enable communication	3.1 Communicate using ICT

#### Indicative Content

##### Use ICT to Control the Environment

Showing an awareness of a switch; activating a switch through a reflex movement; accepting hand-on-hand guidance to use a switch; responding to an image or sound when activated by chance; connecting the use of a switch to the action it causes; using a switch to build an image, repeating presses until image is complete, and using switches in a variety of tools to effect different actions.

##### Use ICT as a Source of Information

Showing an awareness of ICT- generated audio or visual stimuli; demonstrating a response (which may be reflex) to auditory / visual stimuli; showing awareness of images, sounds and animations; demonstrating preferences for certain sounds and images; anticipating certain animations or sounds in familiar sequences; tracking movements on a screen; using a touch screen; using a concept keyboard; recognising and using onscreen symbols and images; working with a facilitator to retrieve previously stored information (e.g. a person-centred learning plan); and 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; and receiving emails and / or texts.

##### Use ICT to Communicate or to Augment or Enable Communication

Showing an awareness of ICT- generated audio or visual stimuli, e.g. images, sounds or animations; demonstrating a response (which may be reflex) to auditory / visual stimuli; demonstrating preferences for certain sounds and images; anticipating certain animations or sounds in familiar sequences; tracking movements on a screen; using a touch screen; using a concept keyboard; recognising and using onscreen symbols and images; using enabling technology (e.g. speech synthesiser or voice recognition software); confirming a choice by pressing an option button (e.g. 'Cash' at an ATM); inputting a PIN number (possibly read out to them or by copying from a written version); working with a facilitator to input information into a document in the form of words, symbols or pictures; and working with a facilitator to send emails and / or texts.

## Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

### Early mathematics: developing number skills

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to number.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Participate in activities involving numbers	1.1 Engage in activities relating to counting in whole numbers
2 Be aware of numbers in given contexts	2.1 Recognise the use of numbers in familiar contexts

#### Indicative Content

##### Participate in Activities Involving Numbers

Showing an interest in counting and other number activities; joining in rote counting to 3 and indicating an awareness of 1 and 2; joining in rote counting to 5, counting reliably to 3 and recognising numerals 1, 2 and 3; joining in rote counting to 10, counting reliably to 5, such as by grouping objects into a set of 5; recognising, identifying and using numerals from 1 to 5, sometimes inconsistently; adding and subtracting single digit numbers reliably to 3 and with support to 5; using ordinal numbers of first and second when describing position; recognising the symbols =, + and – and understanding how they are applied, with some inconsistency; continuing rote counting onwards from a given small number, counting reliably up to 5 and with some inconsistencies to 10 objects; comparing two given numbers of objects to 5, saying which is more and which is less; recognising, knowing the value of, using and writing numerals from 0 to 10 with some inconsistencies; relating numbers to collections of objects reliably up to 5 and with support to 10; adding and subtracting single digit numbers reliably to 5 and with support to 10; using ordinal numbers, from first to fifth when describing position; and recognising and applying +, - and = such as when working with a calculator to input numbers from 0 to 10.

##### Be Aware of Numbers in Given Contexts

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.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Early mathematics: position

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to position.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Have an awareness of position	1.1 Demonstrate an awareness of position

Indicative Content
<b>Have an Awareness of Position</b>  Understanding object permanence; investigating positions through activities such as lining up objects; understanding simple words, signs and symbols to describe position such as in, out, on; understanding direction of movement, e.g. towards, backwards, up and down, and using some familiar signs, symbols or words to describe position such as inside, outside, above, below, front, back; and understanding and applying simple positional vocabulary and simple statements about direction of movement.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Early mathematics: shape

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to shape.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Have an awareness of shape	1.1 Demonstrate an awareness of shape

Indicative Content
<b>Have an Awareness of Shape</b>  Joining in with stacking objects; understanding that objects have names relating to shape and using some of these, albeit inconsistently; 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; understanding that 3D shapes can be represented in 2D; recognising common 2D and 3D shapes and describing their shape, size and attributes using simple terms such as straight, curved, flat, circle, square; and identifying and selecting shapes to make simple models, pictures and patterns.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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## UNIT SPECIFICATIONS

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### Early mathematics: measure

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to measure.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Have an awareness of measure	1.1 Demonstrate an awareness of measure

#### Indicative Content

##### Have an Awareness of Measure

Showing an interest in the size of objects in a collection; recognising a single attribute including size, length, weight (e.g. picking out a big plate or a short pencil from a selection on request); understanding simple vocabulary including big, small, long, short; with support, making direct statements about size, length, weight and capacity of objects; understanding the concept of more and fewer when dealing with quantities up to 5 objects; recognising the days of the week and significant times of the day; identifying by testing heavy and light and large and small items from a collection of 5 to 10 objects; identifying the capacity of containers in use, using simple vocabulary (e.g. full and empty, some in, some gone); understanding the difference in 2D and 3D objects between measures of weight and measures of volume; understanding and using some simple words, signs and symbols that describe quantities, such as more or less; recognising coins up to 20p and notes up to £10.00; relating familiar events to the days of the week or to significant times in the day; 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 and 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); recognising and selecting coins up to £2.00 and notes up to £10.00.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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## UNIT SPECIFICATIONS

### Early mathematics: sequence and sorting

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to sequencing and sorting.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be aware of sequence	1.1 Recognise aspects of a sequence
2 Be able to sort data	2.1 Engage in sorting data by a single criteria

#### Indicative Content

##### Be Aware of Sequence

Anticipating, following and joining in familiar activities when given contextual cues; demonstrating an awareness of changes in shape, position and quantity; demonstrating awareness of cause and effect in familiar activities; with support, copying simple patterns; with support, following and repeating simple sequences of up to 3 steps; and creating numerically ordered lists of up to 3 items reliably and up to 5 with some inconsistencies.

##### Be Able to Sort Data

Selecting objects with support and some inconsistencies, by a single given criterion (e.g. colour); making simple equivalent sets (e.g. by stacking two chairs) with support and some inconsistencies; making simple corresponding sets (e.g. by matching symbols to objects) with support and some inconsistencies; grouping objects into sets, using a single given criterion with some inconsistencies when working with up to 5 objects; identifying objects and materials by a single given criterion when the difference is marked; identifying the odd one out in a familiar collection using a single given criterion; solving given problems involving numbers up to 3 and with support up to 5; recognising, describing and creating lists of up to 5 items that are ordered numerically, alphabetically, by pattern or by sequence; sorting objects from collections of up to 5 and with support to 10, by a single criterion; using simple representations or diagrams such as a number line for counting numbers up to 10; solving given problems involving numbers up to 5 and with support to 10; and estimating up to 5 and with support up to 10 numbers of objects and people and checking by counting.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.





## UNIT SPECIFICATIONS

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### Understanding what money is used for

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 with the opportunity to have recognised their achievements in relation to understanding what money is used for.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Have an awareness of the use of money	1.1 Identify money from other items
	1.2 Identify a conventional use for money
	1.3 Use money in a realistic situation

#### Indicative Content

##### Have an Awareness of the use of Money

Recognising and selecting money from other items with support and some inconsistencies; money to include a selection of coins and notes of differing values; identify a range of uses for money, e.g. payment in return for items, goods and services; supported use in using money within a realistic situation, e.g. payment for goods and services. This can be simulated but should appear realistic to the learners.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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## UNIT SPECIFICATIONS

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### Developing independent living skills: having your say

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working within Entry 1 (though 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Express preferences about their lifestyle	1.1 Take part in making choices about aspects of their own life
2 Be involved in decision-making about how to spend their time	2.1 Take part in decision-making about how they spend their time

#### Indicative Content

##### Express Preferences about their Lifestyle

Vocalising or gesturing in response to a person, object or event to indicate like or dislike; showing consistent preferences (e.g. for flavours or for a particular room or seat); demonstrating an understanding of cause or effect (i.e. by making a choice, they cause something to happen); indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity); requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff); using actions, gestures or single words to indicate choice between two given options; listening to options communicated by others; identifying two options they might take in a given situation (share a room / have own room); and speaking or otherwise communicating to indicate a choice from options which they have identified themselves.

##### Be Involved in Decision – Making about How to Spend their Time

Vocalising or gesturing in response to a person, object or event to indicate like or dislike; showing consistent preferences (e.g. for a type of music or a particular texture); indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity); requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff); using actions, gestures or single words to indicate choice between two given options (e.g. a trip to the shops or to the cinema); listening to options communicated by others; identifying two options they might take in a given situation (e.g. stay at home or go to a swimming session at the leisure centre); and 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).

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

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.

## UNIT SPECIFICATIONS

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### Developing independent living skills: keeping safe

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to learning how to keep themselves safe.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Know that it is important to keep themselves safe	1.1	Recognise key factors in keeping themselves safe
2	Be able to observe safe practices	2.1	Follow simple personal safety routines

#### Indicative Content

##### **Know that it is Important to Keep Themselves Safe**

Key factors: Knowing what is meant by an 'unsafe situation'; how to avoid unsafe situations (e.g. not travelling alone); knowing what to do in unsafe situations; understanding who to ask for help from (e.g. friends, family, member of staff, police, depending on the situation).

##### **Be able to Observe Safe Practices**

Accepting the support of others to keep safe (e.g. by agreeing to be accompanied on a trip); following simple instructions to act safely; following simple routines to be safe (e.g. telling someone where they are going, locking the door before leaving, taking keys with them); following simple road safety routines (finding and pressing button, crossing when green man appears); remembering and putting into practice simple safety guidelines explained to them on a previous occasion (e.g. not talking to strangers); and knowing that the personal safety guidance is designed to protect them.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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 on the achievement continuum. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

### Developing independent living skills: looking after your own home

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working within Entry 1 (though 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be involved in keeping their home healthy and safe	1.1 Take part in domestic activities to ensure that their home is healthy and safe
	1.2 Follow basic safety rules to ensure that their home is safe

#### Indicative Content

##### Be Involved in keeping their Home Healthy and Safe

Helping a carer or support worker in a routine activity (e.g. folding a sheet by holding onto its corners); following a simple instruction (e.g. to push the start button on the vacuum cleaner); participating through a complete activity (helping to sort washing, load and unload machine); initiating involvement (e.g. putting dirty dishes into a dishwasher); independently completing a stage of a task (e.g. sorting coloured from white washing); following simple sequences to complete straightforward tasks; undertaking activities because they understand that living independently means taking responsibility for keeping a home clean and safe and undertaking activities because they understand keeping a home clean and safe helps them to be healthy and safe.

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); following a one-step instruction to act safely (e.g. 'now close the lid'); following direct prompts to act safely (e.g. turning off a tap after use when a member of staff says 'tap off'); following a set of safety instructions with two steps; independently undertaking a one-step safety activity (e.g. lock door before going to bed); following simple routines (e.g. on leaving house, switch off lights, lock door and check that it is locked); and observing rules because they understand that the safety rules are there to protect them from danger.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

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.

## UNIT SPECIFICATIONS

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### Developing independent living skills: being healthy

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to keep themselves as healthy as is possible.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be involved in keeping themselves healthy	1.1 Take part in activities that contribute to keeping themselves healthy

#### Indicative Content

##### **Be Involved in Keeping Themselves Healthy**

Accepting the support of others to keep healthy (e.g. by tolerating a personal care routine); following simple instructions to act healthily (e.g. guidance from a physiotherapist); making choices to be healthy (e.g. deciding to go to a swimming class); independently undertaking a simple activity intended to keep them healthy; following simple healthy routines (e.g. washing hands before eating, eating a given balanced meal); making decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive) and undertaking activities because they understand that the activities contribute to keeping them healthy.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

The activities might relate to personal hygiene, taking of medication, exercise or diet, as appropriate to the learner's personal circumstances.

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.

## UNIT SPECIFICATIONS

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### Developing skills for the workplace: getting things done

**Credit Value of Unit: 4**

**GLH of Unit: 40**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to develop the skills needed to engage in activities common to many workplaces.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be involved in decision-making	1.1 Take part in activities which require simple decisions to be made
2 Be involved in problem-solving	2.1 Take part in activities which require straightforward problems to be solved
3 Work with others	3.1 Engage in straightforward activities which require him / her to interact with other people

#### Indicative Content

##### **Be Involved in Decision-Making**

Indicating preferences in routine activities (e.g. by showing dislike of particular tasks); showing that they understand that actions have consequences (e.g. by repeating an action which results in the same reaction); making choices between two given alternatives; selecting a particular partner or staff member to work with; using single words, signs or symbols to indicate a choice from a range of given options; and identifying two or more options and making a decision to do one thing rather than another.

##### **Be Involved in Problem-Solving**

Acknowledging that there is a problem to be solved (e.g. 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); accepting or seeking help from an appropriate source (e.g. peer, support worker, employer, website, leaflet); and selecting and / or implementing a solution (e.g. 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).

##### **Work with Others**

Accepting the presence of others; communicating with a familiar person using single ideas and preferences; co-operating in a group to listen and / or respond to (or not detract from) the course of discussions; taking turns in activities or discussion; waiting their turn to ask for help or to receive attention; asking and answering simple questions of peers or member of staff (e.g. chat about the weekend's activity or asking where a package should be stored); following simple instructions from supervisor; asking for help from an appropriate source.



## Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Developing skills for the workplace: following instructions

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to follow instructions	1.1 Follow clearly – conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace

#### Indicative Content

##### Be able to Follow Instructions

Being guided physically or with repeated verbal prompts from a familiar person; listening to and comprehending simple instructions based on one, two or three key words or signs; being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out; listening to and following simple instructions containing single steps from familiar people; and completing a straightforward task by following single step stages.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Developing skills for the workplace: health and safety

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know about health and safety at work	1.1 Recognise key features of health and safety in the workplace

#### Indicative Content

##### Know about Health and Safety at Work

Acknowledging a familiar safety sign when it is pointed out and explained to them; identifying some key safety signs and symbols without necessarily being able to interpret their meaning; recalling the meaning of some health and safety signs and observing them; observing simple workplace health and safety rules (e.g. not running, wearing hair net); and understanding that health and safety rules are put in place to protect people in the workplace.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Developing skills for the workplace: looking and acting the part

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Take some responsibility for him / herself in a way that is consistent with workplace expectations	1.1 Present him / herself in a manner appropriate to the workplace
	1.2 Demonstrate appropriate time-keeping and attendance

#### Indicative Content

##### **Take some Responsibility for Him / Herself in a Way that is Consistent with Workplace Expectations**

Accepting the actions of others to properly present themselves for the workplace (e.g. by allowing a carer to carry out a personal care routine); indicating which clothes should be worn from a given choice; selecting clothes worn previously for a particular workplace; requesting a particular outfit; attending to aspects of their own personal care (e.g. hair, teeth); understanding why a particular item of clothing is needed (e.g. hair net to keep hair out of face / off food); and understanding why it is important to be clean in some workplaces (e.g. to stop germs spreading).

Co-operating with the person helping them get ready for an activity; turning up for and participating in planned activities; linking an activity with a particular time of day or day of the week; and following simple instructions designed to ensure that they turn up on time (e.g. wait in Reception after lunch).

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

### Developing community participation skills: getting out and about

Credit Value of Unit: 5

GLH of Unit: 50

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know that they have a place in the community	1.1 Recognise aspects of their relationship as an individual to the community / ies to which they belong
2 Use local facilities and services	2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services
3 Use local shops	3.1 Show that they can use local shops
4 Use local eating and drinking places	4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs

#### Indicative Content

##### Know that they have a Place in the Community

Acknowledging the presence of others in a familiar setting (e.g. a learning group, a family); identifying others belonging to a familiar given group (e.g. being able to indicate some of the other learners who are in their cooking class); being able to identify a group within a familiar setting (e.g. a school as a community); acknowledging that there are other people beyond their familiar settings and that they – and the learner – can all belong to a bigger group based on locality (e.g. a village or town as a community); being aware that they can use the services offered by the community (e.g. by going to the cinema); being aware that they can contribute to the community (e.g. by volunteering in a community project); making simple choices about being involved in the community and understanding that belonging to a community brings some individual responsibilities (e.g. putting litter in the bin or keeping noise down when returning home late in the evening).

##### Use Local Facilities and Services

Co-operating with a carer or support worker to use a facility; expressing an opinion on a leisure service (verbally or through gesture); indicating preferences between one given leisure service and another; following simple verbal instructions to make use of a service, e.g. 'put your card in the slot'; observing simple conventions to use services (e.g. waiting in a queue); taking the right equipment and clothing (either selecting it themselves or with support or by taking given items); and understanding what the different services provide (e.g. benefits from the post office, cash from the ATM, swimming at the leisure centre, bingo at the Bingo Hall).

##### Use Local Shops

Co-operating with a carer or support worker to use a shop; expressing likes and dislikes in a shop (e.g. rejecting an item placed in basket by carer); expressing preferences (e.g. between one item and another); following simple verbal instructions to buy an item (e.g. 'put the bread in the basket'); observing simple conventions relating to shopping (e.g. waiting in a queue); being able to locate chosen items in a shop, perhaps by following signs (e.g. those in a supermarket that indicate bakery or fresh produce); following

simple routines (e.g. presenting shopping, handing over money, waiting for change); using a shopping list (pictorial or otherwise); and understanding that different shops sell different things.

### **Use Local Eating and Drinking Places**

Co-operating with a carer or support worker to visit a café, restaurant or bar; expressing likes and dislikes in an eating or drinking place (e.g. rejecting a given drink); expressing preferences (e.g. between menu items); following simple verbal or signed instructions (e.g. to order food); observing simple conventions for the venue (e.g. waiting to be sat, paying before getting food in a take-away); following simple routines (e.g. making an order, waiting for food, waiting for bill); and understanding that different outlets provide different foods and drinks (e.g. pub sells alcohol; café sells tea and coffee).

### **Tutor Guidance for Unit**

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Travel within the community: going places

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Use local facilities and services	1.1 Make journeys within their local community, whether on foot or by public or private transport

Indicative Content
<b>Travel Within Their Own Community</b>  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); requesting a journey by prompting either verbally or through an alternative method; identifying different small stages of a routine journey during the journey (e.g. knowing to turn right at the leisure centre, after being guided to that point); making routine, short journeys in a sheltered setting (e.g. within the college); following simple routines under supervision (e.g. waiting at the bus stop, getting on the right bus, getting off at the right point or finding a crossing, pressing button, walking when green man appears); and with guidance, selecting the most appropriate form of transport from given options.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Using local health services

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to access local health services.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Access the services offered by local health services	1.1 Show that they can access local health services, such as GP, dentist, optician, A & E, as appropriate to the learner's needs

#### Indicative Content

##### Access the Services Offered by Local Health Services

Co-operating with a carer or support worker to attend an appointment; presenting themselves appropriately (e.g. allowing a carer to carry out personal care in advance, choosing suitable clothes); leaving and arriving on time for an appointment (whether with or without prompting or by following direct instructions); understanding that the appointment is intended to help them to be healthy; linking the provider to the service (e.g. dentist deals with teeth); following simple instructions to make an appointment at a health service provider; and following given procedures in a waiting room (e.g. taking a ticket, presenting themselves to a receptionist, waiting their turn).

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.



## UNIT SPECIFICATIONS

### Developing learning skills: learning to learn

Credit Value of Unit: 5

GLH of Unit: 50

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing their learning skills.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Identify strengths and weaknesses in relation to learning	1.1 Recognise what they're good at and what they find difficult
2 Express preferences about learning	2.1 Communicate what they like and what they dislike in relation to learning
3 Be involved in making choices in relation to learning	3.1 Contribute to decisions about what they want to learn, and how and / or why they want to learn it
4 Get help with their learning	4.1 Understand how to access sources of support
5 Be involved in producing and reviewing a person-centred learning plan	5.1 Contribute to setting and monitoring targets for their own learning

#### Indicative Content

##### Identifying Strengths and Weaknesses in Relation to Learning

Vocalising or gesturing in response to another's direct questioning about their strengths and weaknesses (e.g. 'Are you finding this hard?'); using actions, gestures or words to indicate that they find something easy or difficult while engaged in the related activity; indicating in interactions with others, from a number of skills or activities suggested to them which they find difficult and which they find easy; and in supported one-to-one interactions, volunteer something they consider themselves good at and something which they find difficult.

##### Express Preferences About Learning

Vocalising and gesturing in response to a particular person, situation or activity to indicate like or dislike; showing consistent preferences (e.g. for working with a particular staff member or for a particular type of activity); 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); requesting preferred events or activities without prompting (e.g. by selecting an object and taking it to a member of staff); independently selecting preferred options; 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); and 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.

##### Be Involved in Making Choices in Relation to Learning

Learners might contribute to interactions about their learning by: using single words, signs or symbols to respond to a suggested approach (e.g. a suggested activity, learning group or class); 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; taking part in one-to-one interactions to identify and select learning options about what they want to learn and why; identifying options in relation to learning and with support making a choice between them; and using their identified likes and dislikes and aspirations to help make decisions about

their learning.

### **Help with their Learning**

Learners might demonstrate their understanding by: accepting help from familiar people (e.g. teachers, peers, family members); recognising that familiar people can be sources of support; indicating that they need help; recognising and being able to find on-site sources of support (e.g. learning support centre; library; personal tutor's office); and 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 particular resource).

### **Be Involved in Producing and Reviewing a Person-Centred Learning Plan**

Learners might contribute to target-setting and monitoring by: listening and responding to a suggested target or set of targets; 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); using signs, symbols or words to suggest a target (which may not be entirely realistic in its first iteration); listening and responding to a teacher's assessment of their progress towards a target; taking part in straightforward one-to-one discussions about selecting a target that matches their aspirations and reviewing progress towards that target; answering straightforward, 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?'); selecting a target from options presented to them (all tailored to meet the learner's needs, interests and aspirations); negotiating or agreeing an appropriate target or set of targets; and 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'.)

### **Tutor Guidance for Unit**

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

### Dealing with problems

**Credit Value of Unit: 4**

**GLH of Unit: 40**

**Level of Unit: Entry 1**

#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be aware of problems when they arise	1.1 Recognise when they have a problem
2 Come up with a solution to a problem	2.1 Identify sources of help
	2.2 Select a solution

#### Indicative Content

##### Be Aware of Problems when They Arise

Demonstrating an awareness of change in their environment (e.g. a cup is not where it usually is); repeated attempts (not necessarily successful) to do something (e.g. trying to reach or grasp an object); acknowledging that there is a problem to solve when it is pointed out to them (e.g. when asked 'Are you stuck?'); communicating verbally or otherwise that they don't know what to do next; 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); stating verbally or otherwise that they have a problem.

##### Come Up with a Solution to a Problem

Accepting help from familiar people (e.g. teachers, peers, family members); recognising familiar people as sources of help; understanding that help can be provided through different means (e.g. people, helplines, websites, leaflets); finding out about agencies and external bodies that can provide help (e.g. Connexions, a GP, an advocacy group); and 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).

Demonstrate an awareness of cause and effect of their own actions (e.g. by throwing an object to attract attention); listening and responding to suggested solutions; being prompted to suggest solutions (not all of which will be appropriate); choosing an appropriate solution from a set of given alternatives, independently or with prompting; copying the actions of others to see if they can be used to solve their particular problem, not always successfully; 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?'); suggesting a workable solution to a straightforward problem (not necessarily the most appropriate); 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); and identifying an appropriate solution by recalling what they did in a previous, similar situation (e.g. remembering what they did last time they got lost at college).

## Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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. Thus assessment criterion 2.2 is therefore closely linked to the criterion 2.1.

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.

## UNIT SPECIFICATIONS

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### Getting on with other people

**Credit Value of Unit: 4**

**GLH of Unit: 40**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very 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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Interact with others	1.1 Listen and respond to others
	1.2 Communicate with others
2 Take part in a group activity	2.1 Follow instructions from others
	2.2 Accept, ask for or offer help
	2.3 Engage in an activity involving 2 or more people
	2.4 Take account of other group members

#### Indicative Content

##### Interact With Others

Demonstrating awareness of the presence of others; tracking the actions or movements of others; focusing attention on the person speaking; single word, sign or symbol responses to key words in context; responding to simple prompts, questions, requests and instructions; demonstrably paying attention; answering simple questions about a range of personal information; listening to and following brief narratives or explanations; and listening and responding to a small range of familiar people with different relationships to the learner (e.g. peers, family members, carers, support workers, tutors).

Vocalising or gesturing to express feelings towards a person (e.g. with a smile or by turning away); using single words, signs and symbols and with familiar people; making simple requests and joining in with music or rhyme; using short phrases and asking simple questions; referring to past, present and future events; and using vocabulary to convey meaning which goes beyond words of a purely personal significance.

##### Take Part in a Group Activity

Tolerating the actions of others to ensure that they are doing as instructed; being guided physically or with repeated verbal prompts from a familiar person; listening to and comprehending simple instructions based on one, two or three key words or signs; being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out; listening to and following simple instructions containing single steps from familiar people; and completing a straightforward task by following single step stages.

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; indicating a need for help using a single sign, symbol or word; asking for help by seeking out an appropriate person; using a short phrase to communicate the type of help needed; providing help when prompted by others (e.g. holding a door open for another learner when asked to do so by staff); and offering help without prompting (e.g. picking up something dropped by another learner and returning it to them).

Sharing their personal space with another person; tracking the actions of those involved in the activity;

electing to join a group; being supported to participate in an activity with others; communicating about the activity with a familiar person using single ideas or preferences; performing a single-step task which contributes towards a larger group goal (e.g. doing the artwork for a poster to advertise an event); asking and answering simple questions of peers or member of staff (e.g. 'What do I do next?'); and following simple instructions from a group leader.

Sharing personal space with others; focusing on group members; co-operating in a group to listen to (or not detract from) the course of discussions; taking turns in activities or discussion; waiting their turn to ask for help or to receive attention; acknowledging the ideas or preferences of other group members; and responding to the contributions of other group members (e.g. by agreeing or disagreeing on a proposed activity).

### **Tutor Guidance for Unit**

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

All group or two or more activities must take place in the context of a group activity and contribute towards the achievement of a shared goal.

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

## UNIT SPECIFICATIONS

### Rights and responsibilities: everybody matters

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working within Entry 1 (though not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising their own rights and responsibilities.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be aware that they have rights as individuals	1.1 Recognise some of their basic rights as an individual
2 Be aware they have responsibilities as individuals	2.1 Take some responsibility for themselves
	2.2 Recognise some responsibilities that they have towards others

#### Indicative Content

##### Be Aware that they Have Rights as Individuals

Resisting or accepting the support, presence or ideas of others; communicating using their own preferred method of communication; co-operating with an advocate to express themselves; expressing preferences, likes, 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); making choices and decisions, with appropriate degrees of support, as to how they live their lives and what and how they want to learn; 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 around a shop); making requests (e.g. to be moved to a different room; to work with a particular support worker; to go on a work placement); and joining clubs and using local services and facilities.

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.

##### Be Aware they Have Responsibilities as Individuals

Accepting the help of others to keep themselves healthy and safe; requesting help to keep healthy and safe or to achieve something they wish to achieve; co-operating or participating to ensure personal care routines are carried out and personal safety codes are observed; 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); participating in routine tasks with or without prompting in order to achieve something they wish to achieve; 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); and 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-centred learning plan; opting for one form of support over another).

Accepting help or support; ensuring their actions do not cause deliberate harm or distress to others; taking turns during an activity; and waiting for a support worker to finish with another learner before trying to attract their attention.

## Tutor Guidance for Unit

This indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.



## UNIT SPECIFICATIONS

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### Encountering experiences: being a part of things

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

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#### Introduction

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.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Encounter activities	1.1 Experience activities and situations
2 Respond with reflex to activities	2.2 Give reflex responses to external stimuli

Indicative Content
<b>Encounter Activities</b>  Being passive or resistant while an activity takes place; participating in activities when fully prompted  <b>Respond with Reflex to Experiences</b>  Giving reflex responses as a reaction to a physical experience (e.g. 'too hot' to a drink); an emotional experience (e.g. laughing when they are happy).

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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 Encounter stage on the achievement continuum.

Within this unit, progress takes the form of broadening the context in which the learners are able to encounter or engage with people, places or objects.

Learners can repeat a unit on the same stage of the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described within the unit transcript.

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.

## UNIT SPECIFICATIONS

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### Engaging with the world around you: people

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working at the very earliest stage of Entry 1 with the opportunity to have recorded their responses to people which they have encountered.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Interact with people	1.1 Interact with people

Indicative Content
<b>Interact with People</b>  Showing that they are aware that there are other people present (e.g. through a reflex response to the noise that others are making); briefly focusing on a person (e.g. when a tutor is talking directly to them); taking interest in the people around them (e.g. by tracking them as they move around the room); demonstrating response and deliberate reaction to people (e.g. smiling at a person they like); indicating a wish to communicate (e.g. by attempting to vocalise or gesture); and initiating communication and indicating that a response is expected (e.g. by making a request by vocalising or gesture and waiting for an answer).

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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 Active involvement stages on the achievement continuum.

Within this unit, progress takes the form of broadening the context in which the learners are able to encounter or engage with people, places or objects. Learners can repeat a unit on the same stage of the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described within the unit transcript.

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.

## UNIT SPECIFICATIONS

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### Engaging with the world around you: events

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

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#### Introduction

This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to events recorded.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Interact with events	1.1 Engage with events

#### Indicative Content

##### Interact with Events

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); briefly focusing on events taking place around them (e.g. in a music session, watching equipment being set up); showing interest in what is happening (e.g. tracking movements, showing signs of excitement or anxiety); demonstrating response and deliberate reaction to an event (e.g. banging a tray to indicate willingness to participate in an activity); 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); remembering learned responses to events (e.g. repeating an action, sound or word in response to a familiar event such as a mealtime); and anticipate known events which follow a regular sequence, such as waiting for someone to come through the door when she / he is seen going past the window.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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 Active involvement stages on the achievement continuum.

Within this unit, progress takes the form of broadening the context in which the learners are able to encounter or engage with people, places or objects. Learners can repeat a unit on the same stage of the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described within the unit transcript.

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.

## UNIT SPECIFICATIONS

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### Engaging with the world around you: objects

**Credit Value of Unit: 3**

**GLH of Unit: 30**

**Level of Unit: Entry 1**

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#### Introduction

This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to objects recorded.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Interact with objects	1.1 Engage with objects

#### Indicative Content

##### Interact with Objects

Briefly focusing on objects; showing an interest in an object (e.g. by watching it while someone else uses it); demonstrating a response and deliberate reaction to objects (e.g. by clapping when a tambourine is shaken); supported exploration of objects (e.g. by touching, shaking or dropping it); expressing a preference for one object over another; and active exploration of objects over an extended period (such as picking up a book, turning the pages, focusing on the pictures).

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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 Active involvement stages on the achievement continuum.

Within this unit, progress takes the form of broadening the context in which the learners are able to encounter or engage with people, places or objects. Learners can repeat a unit on the same stage of the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described within the unit transcript.

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.

## UNIT SPECIFICATIONS

### Developing self awareness: all about me

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

#### Introduction

This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to be aware of themselves and others.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be aware of their relationships with others	1.1 Recognise how they relate to others
	1.2 Recognise what makes them individual
2 Be aware of themselves as an individual	2.1 Express their individuality

#### Indicative Content

##### Be Aware of Relationships with Others

Accept familiar people, e.g. family, friends; respond to familiar people by using gestures, words, signs; be aware of who they are in the family, e.g. brother, sister, mother, father; be aware they belong to other groups, e.g. school, club, town, village; be aware of how they fit into a group, e.g. leader, helper, member; recognise the roles of others in their lives, e.g. teacher, support, friends; reacting to their name; responding to an image of themselves; knowing personal details, e.g. family; identify themselves in a photograph; being aware of their age; being aware of their gender; knowing what they like or dislike; understanding what they can do; identify what they would like to change about themselves.

##### Express Their Individuality

Express their emotions, e.g. happy, sad, pleasure, frustration; respond to a person, object or event by gesturing or vocalising; express preferences, e.g. colours, flavours, activities; make requests using signs, symbols, objects, words or without prompting; indicate choice by using actions, gestures, words, e.g. what to wear, what to do; communicate about themselves; e.g. I'm warm, cold, hungry; ask for help using gestures, words; express what is important to them, e.g. I want to be near my family, I like to have friends, I like animals around me.

#### Tutor Guidance for Unit

This indicative content is intended to provide tutors 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 Active involvement stages on the achievement continuum.

Within this unit, progress takes the form of broadening the context in which the learners are able to encounter or engage with people, places or objects. Learners can repeat a unit on the same stage of the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described within the unit transcript.

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.

## UNIT SPECIFICATIONS

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### Produce a piece of art work

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1 & Entry 2**

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#### Introduction

The unit aims to provide learners working at Entry 1 or Entry 2 with the opportunity to gain achievement for developing the ability to produce art work. Learners will gain an understanding of what art is and produce an art work of their own.

Learning Outcomes  The learner will be able to	Assessment Criteria  The learner can	
	Entry 1	Entry 2
1 Understand that there are different forms of visual arts	1.1 Identify different forms of visual art	1.1 Choose an art form to express an opinion or feelings
2 Be able to create art work	2.1 Use given materials to create art work	2.1 Choose a medium and produce a piece of art work

#### Indicative Content

##### Understand that there are different forms of visual arts

Look at pictures or sculptures etc.; know materials used, e.g. paper, pens, pencils, paints; themes for art work (could be abstract feelings, people, objects etc.). Learners need to gain an understanding of what an art work is, e.g. a pictorial or sculptural representation of something such as a feeling, person or object.

##### Be able to create art work

Use of materials, e.g. paper / clay as base; pens, pencils, paints to create design; colours; how to use materials; using materials appropriately, e.g. drawing / painting / only on paper and not other surfaces. Any suitable media can be used to produce the art work. Learners should understand that they are producing art work.

#### Tutor Guidance for Unit

The indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Create a piece of craft or design

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1 & 2**

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#### Introduction

The unit aims to provide learners working at Entry 1 and Entry 2 with the opportunity to gain achievement for developing the ability to complete a craft or design project.

Learning Outcomes  The learner will be able to	Assessment Criteria  The learner can	
	Entry 1	Entry 2
1 Understand how a craft or design project is made	1.1 Demonstrate awareness of craft and design materials	1.1 Demonstrate awareness of the combination of materials to create crafted items or designs
2 Be able to create a crafted item or design	2.1 Combine two or more materials / items to create a craft item or design	2.1 Select from given materials to create crafted item or design

Indicative Content
<b>Understand what a craft or design project is</b>  Look at craft items or designs and understand what they are made of / how they are made, e.g. sewing, woodcrafts, paper crafts. Learners should show an awareness, for example, that a particular item has been stitched, or stuck onto card etc. Simple combinations will include starting with base material (e.g. fabric) and turning it into craft item (e.g. by stitching a design or applique / collage work).  <b>Be able to create art work</b>  Use of materials, e.g. fabric, wood / wood shapes, paper, card etc. to create craft items. Being able to combine items to create finished product.

#### Tutor Guidance for Unit

The indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Developing skills in drama

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1 & 2**

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#### Introduction

The unit aims to provide learners working at Entry 1 and Entry 2 with the opportunity to develop skills in drama.

Learning Outcomes  The learner will be able to	Assessment Criteria  The learner can	
	Entry 1	Entry 2
1 Understand how to create a mood, a role or character	1.1 Demonstrate awareness of actions and / or words that can help to create a mood, role or character	1.1 Identify actions and / or words that can help to create a mood, role or character
2 Be able to use movement, gestures and / or speech to create a mood, role or character	2.1 Create a mood, role or character using movement, gesture and / or speech	2.1 Respond to given situations or stimuli to create a mood, role or character using movement, gestures and / or speech

Indicative Content
<b>Understand how to create a mood, role or character</b>  Looking at facial expressions, listening to tone, level of voice and to words for different emotions, e.g. anger, sadness, worry, happiness, excitement; looking at different roles and characteristics, e.g. parent, teacher, child etc., to develop awareness of actions / words that might indicate role.  <b>Be able to use movement, gestures and / or speech to create a mood, role or character</b>  Awareness of acting a character, role, mood etc.; response to situations or stimuli.

#### Tutor Guidance for Unit

The indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.



## UNIT SPECIFICATIONS

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### Develop skills to play a musical instrument

Credit Value of Unit: 2

GLH of Unit: 20

Level of Unit: Entry 1 & Entry 2

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#### Introduction

The unit aims to give learners working at Entry 1 and Entry 2 with the opportunity to respond to music and play a musical instrument.

Learning Outcomes  The learner will be able to	Assessment Criteria  The learner can	
	Entry 1	Entry 2
1 Be able to respond to music	1.1 Listen to music and respond to simple questions about feelings from the piece	1.1 Listen to music and express feelings about the piece and preferences
2 Be able to play a musical instrument	2.1 Play a sequence of beats / notes on a musical instrument	2.1 Play a musical instrument in a group

Indicative Content
<b>Be able to respond to music</b>  Listening to music; feelings from music, e.g. happy, sad, angry; expressing a preference – liking or disliking a piece; reasons why like or dislike.  <b>Be able to play a musical instrument</b>  Range of different musical instruments and how they are played; how sequences of beats / notes make music; playing notes / beats as a sequence; keeping time; playing with a group; awareness of other instruments in the group and timing.

#### Tutor Guidance for Unit

The indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## UNIT SPECIFICATIONS

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### Develop dance and movement skills

**Credit Value of Unit: 2**

**GLH of Unit: 20**

**Level of Unit: Entry 1 & Entry 2**

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#### Introduction

The unit aims to give learners working at Entry 1 and Entry 2 with the opportunity to develop dance and movement skills.

Learning Outcomes  The learner will be able to	Assessment Criteria  The learner can	
	Entry 1	Entry 2
1 Be able to respond to music	1.1 Respond to music with movement	1.1 Respond to different types of music with movement
2 Be able to perform dance movements	2.1 Perform dance movements in time to music	2.1 Perform dance movements in time to music showing awareness of space

Indicative Content
<b>Be able to respond to music</b>  Responses can include clapping, waving, tapping feet, swaying; recognition of rhythm; stopping when music stops; different speeds / types of music.  <b>Be able to perform dance movements</b>  Simple dance movements and sequences in response to movement; practicing dance; repeating dance movements. Dance includes any practised movement or sequence of movements using body, head, legs and / or arms; awareness of space and proximity of others.

#### Tutor Guidance for Unit

The indicative content is intended to provide tutors 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. This unit can be repeated if the tutor believes the learner has progressed at least one stage along the continuum in relation to most of the assessment criteria within the unit.

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.

## APPENDIX 1

### Summary Record of Achievement

#### Entry 1 Award, Certificate and Diploma in Personal Progress

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Developing communication skills	Entry 1	3			
Developing reading skills	Entry 1	3			
Developing writing skills	Entry 1	3			
Developing ICT skills	Entry 1	4			
Early mathematics: developing number skills	Entry 1	2			
Early mathematics: position	Entry 1	2			
Early mathematics: shape	Entry 1	2			
Early mathematics: measure	Entry 1	2			
Early mathematics: sequence and sorting	Entry 1	3			
Understanding what money is used for	Entry 1	3			
Developing independent living skills: having your say	Entry 1	3			
Developing independent living skills: keeping safe	Entry 1	2			
Developing independent living skills: looking after your own home	Entry 1	2			
Developing independent living skills: being healthy	Entry 1	2			
Developing skills for the workplace: getting things done	Entry 1	4			

Developing skills for the workplace: following instructions	Entry 1	2			
Developing skills for the workplace: health and safety	Entry 1	2			
Developing skills for the workplace: looking and acting the part	Entry 1	2			
Developing community participation skills: getting out and about	Entry 1	5			
Travel within the community: going places	Entry 1	3			
Using local health services	Entry 1	2			
Developing learning skills: learning to learn	Entry 1	5			
Dealing with problems	Entry 1	4			
Getting on with other people	Entry 1	4			
Rights and responsibilities: everybody matters	Entry 1	3			
Encountering experiences: being a part of things	Entry 1	3			
Engaging with the world around you: people	Entry 1	3			
Engaging with the world around you: events	Entry 1	3			
Engaging with the world around you: objects	Entry 1	3			
Developing self awareness: all about me	Entry 1	3			
Produce a piece of art work	Entry 1	2			
Create a piece of craft or design	Entry 1	2			
Developing skills in drama	Entry 1	2			
Develop skills to play a musical instrument	Entry 1	2			
Develop dance and movement skills	Entry 1	2			

<b>Entry 2 Units</b>					
Produce a piece of art work	Entry 2	2			
Create a piece of craft or design	Entry 2	2			
Developing skills in drama	Entry 2	2			
Develop skills to play a musical instrument	Entry 2	2			
Develop dance and movement skills	Entry 2	2			

Learner Name \_\_\_\_\_

Minimum Credit Value at Level being Claimed \_\_\_\_\_

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

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

## APPENDIX 2

### Unit Transcript

#### Entry 1 Developing communication skills F/502/4317

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

#### Details of the learner's achievement

##### AC 1.1 Show understanding in his / her response to what they have heard

Assessor statement:

Achievement Continuum Stage:

##### AC 2.1 Use words, signs, phrases, objects or symbols to communicate

Assessor statement:

Achievement Continuum Stage:

##### AC 3.1 Share ideas or preferences with others

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Entry 1 Developing reading skills

### F/502/4320

### Details of the learner's achievement

<b>AC 3.1</b>	Match objects to symbols, letters or words
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

**Signature of External Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

Entry 1 Developing writing skills  
R/502/4323

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Communicate using marks, symbols, signs or words**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## Unit Transcript

Entry 1 Developing ICT skills  
Y/502/4324

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Effect change in their own environment, using ICT**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Gain information through ICT**

Assessor statement:

Achievement Continuum Stage:

**AC 3.1 Communicate using ICT**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Unit Transcript****Entry 1 Early mathematics: developing number skills**  
**D/502/4325****Learner Name** \_\_\_\_\_**QCF ULN** \_\_\_\_\_**Centre Name** \_\_\_\_\_**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_**Details of the learner's achievement****AC 1.1 Engage in activities relating to counting in whole numbers****Assessor statement:****Achievement Continuum Stage:****AC 2.1 Recognise the use of numbers in familiar contexts****Assessor statement:****Achievement Continuum Stage:****Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Entry 1 Early mathematics: position**  
**K/502/4327**

**Credit Value of Unit** **Date:**

## AC 1.1 Demonstrate an awareness of position

**Achievement Continuum Stage:**

**Signature of External Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Early mathematics: shape**  
**T/502/4329**

**Learner Name** \_\_\_\_\_

**QCF ULN** \_\_\_\_\_

**Centre Name** \_\_\_\_\_

**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Demonstrate an awareness of shape**

**Assessor statement:**

**Achievement Continuum Stage:**

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Early mathematics: measure**  
**M/502/4331**

**Learner Name** \_\_\_\_\_

**QCF ULN** \_\_\_\_\_

**Centre Name** \_\_\_\_\_

**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Demonstrate an awareness of measure**

**Assessor statement:**

**Achievement Continuum Stage:**

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Entry 1 Early mathematics: sequence and sorting**  
**T/502/4332**

### Details of the learner's achievement

**Assessor statement:**

**Assessor statement:**

**Signature of External Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

Entry 1 Understanding what money is used for  
D/600/0438

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Identify money from other items**

Assessor statement:

Achievement Continuum Stage:

**AC 1.2 Identify a conventional use for money**

Assessor statement:

Achievement Continuum Stage:

**AC 1.3 Use money in a realistic situation**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Unit Transcript****Entry 1** Developing independent living skills: having your say  
**H/502/4164****Learner Name** \_\_\_\_\_**QCF ULN** \_\_\_\_\_**Centre Name** \_\_\_\_\_**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_**Details of the learner's achievement****AC 1.1 Take part in making choices about aspects of their own life****Assessor statement:****Achievement Continuum Stage:****AC 2.1 Take part in decision-making about how they spend their time****Assessor statement:****Achievement Continuum Stage:****Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Unit Transcript

**Entry 1 Developing independent living skills: keeping safe**  
**K/502/4165**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Recognise key factors in keeping themselves safe**

Assessor statement: \_\_\_\_\_

Achievement Continuum Stage: \_\_\_\_\_

**AC 2.1 Follow simple personal safety routines**

Assessor statement: \_\_\_\_\_

Achievement Continuum Stage: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing independent living skills: looking after your own home**  
**M/502/4166**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Take part in domestic activities to ensure that their home is healthy and safe**

Assessor statement:

Achievement Continuum Stage:

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

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing independent living skills: being healthy**  
**A/502/4168**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Take part in activities that contribute to keeping themselves healthy**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing skills for the workplace: getting things done**  
**J/502/4450**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Take part in activities which require simple decisions to be made**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Take part in activities which require straightforward problems to be solved**

Assessor statement:

Achievement Continuum Stage:

**AC 3.1 Engage in straightforward activities which require him / her to interact with other people**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of External Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing skills for the workplace: following instructions  
R/502/4449**

**Learner Name** \_\_\_\_\_

**QCF ULN** \_\_\_\_\_

**Centre Name** \_\_\_\_\_

**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Details of the learner's achievement

<b>AC 1.1</b> Follow clearly conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace
--

**Assessor statement:**

**Achievement Continuum Stage:**

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /  
Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /  
Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing skills for the workplace: health and safety**  
**L/502/4451**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Recognise key features of health and safety in the workplace**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing skills for the workplace: looking and acting the part  
R/502/4452**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Present him / herself in a manner appropriate to the workplace**

Assessor statement:

Achievement Continuum Stage:

**AC 1.2 Demonstrate appropriate time-keeping and attendance**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing community participation skills: getting out and about**  
**F/502/4169**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1** Recognise aspects of their relationship as an individual to the community / ies to which they belong

Assessor statement:

Achievement Continuum Stage:

**AC 2.1** Show that they can use local facilities and services such as post offices, ATMs and leisure services

Assessor statement:

Achievement Continuum Stage:

**AC 3.1** Show that they can use local shops

Assessor statement:

Achievement Continuum Stage:

**AC 4.1** Show that they can use local eating and drinking places such as cafes, restaurants and pubs

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

 Signature of Internal Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

Signature of External Moderator /



**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Travel within the community: going places**  
**A/502/4171**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Make journeys within their local community, whether on foot or by public or private transport**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

Entry 1 Using local health services  
F/502/4172

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1** Show that they can access local health services, such as GP, dentist, optician, A & E, as appropriate to the learner's needs

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

Entry 1 Developing learning skills: learning to learn  
A/502/4154

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1** Recognise what they are good at and what they find difficult

Assessor statement:

Achievement Continuum Stage:

**AC 2.1** Communicate what they like and dislike in relation to learning

Assessor statement:

Achievement Continuum Stage:

**AC 3.1** Contribute to decisions about what they want to learn, and how and / or why they want to learn it

Assessor statement:

Achievement Continuum Stage:

**AC 4.1** Understand how to access sources of support

Assessor statement:

Achievement Continuum Stage:

**AC 5.1** Contribute to setting and monitoring targets for their own learning

**Assessor statement:**

**Achievement Continuum Stage:**

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

Entry 1 Dealing with problems  
Y/502/4159

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Recognise when they have a problem**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Identify sources of help**

Assessor statement:

Achievement Continuum Stage:

**AC 2.2 Select a solution**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

Entry 1 Getting on with other people  
L/502/4160

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Listen and respond to others**

Assessor statement:

Achievement Continuum Stage:

**AC 1.2 Communicate with others**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Follow instructions from others**

Assessor statement:

Achievement Continuum Stage:

**AC 2.2 Accept, ask or offer help**

Assessor statement:

Achievement Continuum Stage:

<b>AC 2.3 Engage in an activity involving 2 or more people</b>
Assessor statement:
Achievement Continuum Stage:

<b>AC 2.3 Engage in an activity involving 2 or more people</b>
<p><b>Assessor statement:</b></p>    <p><b>Achievement Continuum Stage:</b></p>

<b>AC 2.3 Engage in an activity involving 2 or more people</b>
<b>Assessor statement:</b>
<b>Achievement Continuum Stage:</b>

<b>AC 2.4</b>	<b>Take account of other group members</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

<b>AC 2.4</b>	<b>Take account of other group members</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

<b>AC 2.4</b>	<b>Take account of other group members</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator / Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_**

**Signature of External Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Unit Transcript

**Entry 1 Rights and responsibilities: everybody matters**  
**K/502/4430**

Learner Name \_\_\_\_\_  
 QCF ULN \_\_\_\_\_  
 Centre Name \_\_\_\_\_  
 Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Recognise some of their basic rights as an individual**

Assessor statement:

Achievement Continuum Stage:

**AC 1.2 Take some responsibility for themselves**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Recognise some responsibilities that they have towards others**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

 Signature of Internal Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

 Signature of External Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Encountering experiences: being a part of things**  
**R/502/4161**

**Learner Name** \_\_\_\_\_  
**QCF ULN** \_\_\_\_\_  
**Centre Name** \_\_\_\_\_  
**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Details of the learner's achievement

<b>AC 1.1 Experience activities and situations</b> <b>Assessor statement:</b>      <b>Achievement Continuum Stage:</b>
<b>AC 2.1 Give reflex responses to external stimuli</b> <b>Assessor statement:</b>      <b>Achievement Continuum Stage:</b>

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Engaging with the world around you: people**  
**R/502/4175**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Interact with people****Assessor statement:****Achievement Continuum Stage:****Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Engaging with the world around you: events**  
**T/502/4203**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Engage with events**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Unit Transcript****Entry 1 Engaging with the world around you: objects  
F/502/4205****Learner Name** \_\_\_\_\_**QCF ULN** \_\_\_\_\_**Centre Name** \_\_\_\_\_**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_**Details of the learner's achievement****AC 1.1 Engage with objects****Assessor statement:****Achievement Continuum Stage:****Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of Internal Moderator /  
Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of External Moderator /  
Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1** Developing self awareness: all about me  
Y/502/4422

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

<b>AC 1.1</b> Recognise how they relate to others <b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>
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<b>AC 1.2</b> Recognise what makes them individual <b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>
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<b>AC 2.1</b> Express their individuality <b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>
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**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Produce a piece of art work**  
**T/503/4343**

Learner Name \_\_\_\_\_  
 QCF ULN \_\_\_\_\_  
 Centre Name \_\_\_\_\_  
 Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Understand that there are different forms of visual arts**
**Assessor statement:**
**Achievement Continuum Stage:**
**AC 2.1 Be able to create art work**
**Assessor statement:**
**Achievement Continuum Stage:**
**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 2 Produce a piece of art work**  
**A/503/4344**

Learner Name \_\_\_\_\_  
 QCF ULN \_\_\_\_\_  
 Centre Name \_\_\_\_\_  
 Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Understand that there are different forms of visual arts**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Be able to create art work**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

 Signature of Internal Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

 Signature of External Moderator /  
 Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_



## Unit Transcript

**Entry 1 Create a piece of craft or design**  
**D/503/4580**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Understand how a craft or design project is made**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Be able to create a crafted item or design**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 2 Create a piece of craft or design**  
**J/503/4346**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Understand how a craft or design project is made**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Be able to create a crafted item or design**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

## Unit Transcript

**Entry 1 Developing skills in drama**  
**L/503/4347**

Learner Name \_\_\_\_\_  
 QCF ULN \_\_\_\_\_  
 Centre Name \_\_\_\_\_  
 Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Understand how to create a mood, role or character**
**Assessor statement:**
**Achievement Continuum Stage:**
**AC 2.1 Be able to use movement, gestures and / or speech to create a mood, role or character**
**Assessor statement:**
**Achievement Continuum Stage:**
**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Entry 2 Developing skills in drama

### Details of the learner's achievement

<b>AC 1.1</b>	<b>Understand how to create a mood, role or character</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

<b>AC 2.1</b>	Be able to use movements, gestures and / or speech to create a mood, role or character
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

**Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Internal Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of External Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 1 Develop skills to play a musical instrument**  
**T/503/4357**

**Learner Name** \_\_\_\_\_

**QCF ULN** \_\_\_\_\_

**Centre Name** \_\_\_\_\_

**Credit Value of Unit** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Be able to respond to music****Assessor statement:****Achievement Continuum Stage:****AC 2.1 Be able to play a musical instrument****Assessor statement:****Achievement Continuum Stage:****Assessor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of Internal Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_**Signature of External Moderator /**  
**Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

**Entry 2 Develop skills to play a musical instrument  
F/503/4359**

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Be able to respond to music**

Assessor statement: \_\_\_\_\_

Achievement Continuum Stage: \_\_\_\_\_

**AC 2.1 Be able to play a musical instrument**

Assessor statement: \_\_\_\_\_

Achievement Continuum Stage: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_

**Entry 1 Develop dance and movement skills**  
**T/503/4360**

### Details of the learner's achievement

<b>AC 1.1</b>	<b>Be able to respond to music</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

<b>AC 2.1</b>	<b>Be able to perform dance movements</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

**Signature of External Moderator / Verifier (where applicable):** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Unit Transcript

Entry 2 Develop dance and movement skills  
M/503/4583

Learner Name \_\_\_\_\_

QCF ULN \_\_\_\_\_

Centre Name \_\_\_\_\_

Credit Value of Unit \_\_\_\_\_ Date: \_\_\_\_\_

## Details of the learner's achievement

**AC 1.1 Be able to respond to music**

Assessor statement:

Achievement Continuum Stage:

**AC 2.1 Be able to perform dance movements**

Assessor statement:

Achievement Continuum Stage:

Assessor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Internal Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_Signature of External Moderator /  
Verifier (where applicable): \_\_\_\_\_ Date: \_\_\_\_\_







Tel: 01524 845046  
Email: [enquiries@ascentis.co.uk](mailto:enquiries@ascentis.co.uk)  
Fax: 01524 388467  
[www.ascentis.co.uk](http://www.ascentis.co.uk)

Office 4, Lancaster Business Park,  
Mannin Way, Caton Road,  
Lancaster, LA1 3SW

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