



Ascentis Entry Level Award and Certificate in
Personal Progress (Entry 1)
Specification

Ofqual Number:

600/8997/0 Entry Level Award

600/9079/0 Entry Level Certificate

Ofqual Start Date: 01/05/2013

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Ofqual Certification Review Date: 31/07/2028

ABOUT ASCENTIS

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

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

Ascentis is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

and

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

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

ASCENTIS CONTACT DETAILS

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ASCENTIS PERSONAL PROGRESS AWARD AND CERTIFICATE - ENTRY 1

Introduction

The Ascentis Award and Certificate 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.

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.

These qualifications have been designed to help learners working at Entry 1 and below to develop the confidence and skills for everyday life.

Qualification Accreditation Number (Ofqual)

600/8997/0	Ascentis Entry Level Award in Personal Progress (Entry 1)
600/9079/0	Ascentis Entry Level Certificate in Personal Progress (Entry 1)

Rules of Combination

Entry 1 Award in Personal Progress: Learners must achieve 8 credits in total. The credits can be taken from any combination of units within the qualification.

Entry 1 Certificate in Personal Progress: Learners must achieve 14 credits in total. The credits can be taken from any combination of units within the qualification.

Ascentis Personal Progress (Entry 1)				
Level	Level	Credit	GLH	Unit Reference
Basic Cooking Techniques	E1	3	30	J/600/6198
Dealing with problems	E1	4	40	Y/502/4159
Developing communication skills	E1	3	30	F/502/4317
Developing Community Participation Skills: Getting Out and About	E1	5	50	F/502/4169
Developing ICT skills	E1	4	40	Y/502/4324
Developing Independent Living Skills: Being Healthy	E1	2	20	A/502/4168
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 learning skills: Learning to Learn	E1	5	50	A/502/4154
Developing reading skills	E1	3	30	F/502/4320
Developing self awareness: all about me	E1	3	30	Y/502/4422
Developing Skills for the Workplace: Following Instructions	E1	2	20	R/502/4449
Developing Skills for the Workplace: Getting Things Done	E1	4	40	J/502/4450
Developing Skills for the Workplace: Health and Safety	E1	2	20	L/502/4451
Developing Skills for the Workplace: Looking and Acting the Part	E1	2	20	R/502/4452
Developing writing skills	E1	3	30	R/502/4323
Early Mathematics: Developing Number Skills	E1	2	20	D/502/4325
Early mathematics: measure	E1	2	20	M/502/4331
Early mathematics: position	E1	2	20	K/502/4327
Early mathematics: sequencing and sorting	E1	3	30	T/502/4332
Early mathematics: shape	E1	2	20	T/502/4329
Encountering experiences: being a part of things	E1	3	30	R/502/4161
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
Engaging with the world around you: people	E1	3	30	R/502/4175
Everyday Food and Drink Preparation	E1	3	30	L/600/6204
Exploring Art	E1	3	30	M/600/6423
Exploring Dance	E1	3	30	L/600/6428
Exploring Music	E1	3	30	R/600/6432
Getting on with other people	E1	4	40	L/502/4160

Health and Fitness	E1	3	30	Y/600/6268
Kitchen Hygiene	E1	1	10	A/600/6201
Make a Simple Meal	E1	3	30	R/600/6222
Recycling, Managing Waste	E1	2	20	H/600/6225
Rights and responsibilities : Everybody matters	E1	3	30	K/502/4439
Travel within the Community: Going Places	E1	3	30	A/502/4171
Understanding what money is used for	E1	3	30	D/600/0438
Using Local Health Services	E1	2	20	F/502/4172

Unit certification is available for all units.

Guided Learning Hours (GLH)

The recommended guided learning hours for Entry Level Award in Personal Progress (Entry 1) is 80.
The recommended guided learning hours for Entry Level Certificate in Personal Progress (Entry 1) is 140.

Total Qualification Time (TQT)

The total qualification time for Entry Level Award in Personal Progress (Entry 1) is 80.
The total qualification time for Entry Level Certificate in Personal Progress (Entry 1) is 140.

Time Limit for the Process of Credit Accumulation and Exemptions

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

Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

Age Range of Qualification

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

Opportunities for Progression

The primary purpose of these qualifications is to enable learners to operate independently and effectively in life, learning and work. They are not designed to lead to a specific job role but to support personal progress and possibly help learners to enter supported employment.
Some learners will be able to progress to other Entry Level 1 or Entry Level 2 qualifications in areas such as Functional Skills, independent living, preparation for employment and skills.
Depending on the learner's personal circumstances, they may progress directly from this qualification to supported employment in a wide range of job roles at a foundation level. These would typically be characterised by having high levels of supervision and involve routine tasks. Learners in supported employment should expect to have the support of a job coach where appropriate.

Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

Resources to support the Delivery of the Qualification

Many Ascentis units include suggested content to support wider learning opportunities across three priority areas:

- Digital
- Well-being
- Sustainability.

They are not compulsory and do not form part of the assessment. They are suggestions for tutors who may wish to link the unit content into these areas to further support learner progression in education, training and work.

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

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

Registration

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

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

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

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*¹. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Useful Links

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

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

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

ASSESSMENT AND VERIFICATION ARRANGEMENTS

Assessment

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

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

Centres are required to retain all evidence from all learners for external verification and for four weeks afterwards in case any appeal is made.

Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

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

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

If the learner fails to meet the assessment criteria on the first attempt at an activity, they may redraft the work following feedback given by the tutor. However, tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in [Appendix 2](#).

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.

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

Assessment Criterion: 1.1 Show understanding in the response to what they have heard
Assessor statement: Joe can listen to brief explanations or conversations where these are clearly directed at him. Joe 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

Assessment Criterion: 2.1 Use words, signs, phrases, objects or symbols to communicate

Assessor statement: Joe is confident about communicating with familiar people. He will bang his tray to attract people's attention but also use some words, combined with picture cards, to communicate simple ideas or requests, such as choosing a group activity.

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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team (qualityassurance@ascentis.co.uk).

Further information is available from the login section of the Ascentis website www.ascentis.co.uk.

External Verification

Recognised centres will be verified in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements.
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification.
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment.

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

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Centres must ensure that those delivering and assessing Ascentis qualifications are occupationally knowledgeable and competent within the relevant subject area.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis electronic portal or the Ascentis website.

UNIT SPECIFICATIONS

Unit Title: Developing Learning Skills: Learning to Learn

Unit Reference Number: A/502/4154

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:	The learner can:
1. Identify strengths and weaknesses in relation to learning.	1.1. Recognise what they are 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, 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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: Develop a person centred learning plan, created with help/guidance from their tutor. The tutor could write the plan and it can be agreed on via their usual form of communication, a yes/no, nod/shake of the head or other communication methods used by the learner.	Learners could: - Benefit from making choices and decisions about their own learning and know how this improves their personal well-being. Linking to word/phrases/gestures/images that portray joy, confidence, worry etc. - Consider how the activities in the unit links to the Five Ways to Wellbeing: Connect- there are relationships that encourage trust and support in learning, they help them to feel safe. Take Notice- taking time in the outdoors to notice what we don't always experience, e.g. bird song, seasons change, smells. These moments encourage calm and relaxation. Be Active- A target area might be to try new physical sports or activities. Keep Learning- Learning new skills, or gathering information about something of interest promotes positivity and achievement. Give- Helping others, acts of kindness, giving compliments can increase personal well-being and fulfilment.	Learners could: - Choose to learn about an area of sustainability that they can include in activities such as: - Reducing waste - Recycling - Reusing items by mending or upcycling.

UNIT SPECIFICATIONS

Unit Title: Developing Independent Living Skills: Being Healthy

Unit Reference Number: A/502/4168

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 keep themselves as healthy as is possible

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

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Benefit from being active, which is one of the Five Ways to Well-being. This could be linked to their usual program of physiotherapy or depending on the mobility of the learner it could mean they take a short walk, seated exercise class, swimming.
- Benefit from the link between well-being and personal hygiene and keeping healthy. Ensuring they are clean, wearing clean clothes, brushed teeth, hair and washed face etc.

UNIT SPECIFICATIONS

Unit Title: Travel within the Community: Going Places

Unit Reference Number: A/502/4171

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 developing the skills they need to travel within their local community.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Travel within their own community.	1.1. Make journeys within their local community, whether on foot or by public or private transport.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Travel Within Their Own Community

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.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: Look at a computer application for travel, which shows maps, timetables etc with their tutor. The tutor could describe how this is used to plan a journey if appropriate.	Learners could: - Benefit from being active, which is one of the Five Ways to Well-being, if the learner is able to walk a short distance this could be covered here. - Feel confidence in being able to press a button to cross a road or on the bus when getting off at the correct stop.	Learners could: Be told that different ways of travel can be better for the environment, if walking within the community it is better for the environment than a car or bus.

UNIT SPECIFICATIONS

Unit Title: Early Mathematics: Developing Number Skills
Unit Reference Number: D/502/4325

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:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Understanding What Money is used for
Unit Reference Number: D/600/0438

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 with the opportunity to have recognised their achievements in relation to understanding what money is used for.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Have an awareness of the use of money.	1.1. Identify money from other items.
	1.2. Identify uses of money.
	1.3. Use money in realistic situations.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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.

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

Unit Title: Developing Community Participation Skills: Getting Out and About
Unit Reference Number: F/502/4169

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:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: Look at a computer application, which shows maps of the local area and facilities such as post boxes, libraries, shops etc.	Learners could: Feel confidence and increased sense of independence in being able communicate what they would like from a shop, café or restaurant using their usual method of communication.

UNIT SPECIFICATIONS

Unit Title: Using Local Health Services
Unit Reference Number: F/502/4172

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 access local health services.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Access the services offered by the 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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: - Look at a computer application, which shows local health facilities. - Make an appointment online with help from tutor/carer.	Learners could: Feel confidence in being able communicate what they are at the appointment for using their usual method of communication, e.g. pointing at the part of the body that hurts, or nodding/shaking their head when asked.

UNIT SPECIFICATIONS

Unit Title: Engaging with the World around You: Objects

Unit Reference Number: F/502/4205

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 have their responses to objects recorded.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Interact with objects.	1.1. Engage with objects.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Developing Communication Skills
Unit Reference Number: F/502/4317

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 English at E1) with the opportunity to have recognised their achievements in relation to developing communication skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Listen and respond to other people.	1.1. Show understanding in the response to what they have heard.
2. Speak (or use other means) to communicate with other people.	2.1. Use words, signs, phrases, objects or symbols to communicate.
3. Engage in discussion with other people.	3.1. Share ideas or preferences with others.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Developing Reading Skills
Unit Reference Number: F/502/4320

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 English at E1) with the opportunity to have recognised their achievements in relation to developing reading skills.

Learning Outcomes	Assessment Criteria
The learner will:	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 and words.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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.

UNIT SPECIFICATIONS

Unit Title: Developing Independent Living Skills: Having Your Say

Unit Reference Number: H/502/4164

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 developing the sorts of skills which will enable them to exert some control over their own lives.

Learning Outcomes	Assessment Criteria
The learner will:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Developing Skills for the Workplace: Getting Things Done

Unit Reference Number: J/502/4450

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 being able to develop the skills needed to engage in activities common to many workplaces.

Learning Outcomes	Assessment Criteria
The learner will:	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 them to interact with other people.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	Sustainability
Learners could: • Feel confidence in being able communicate what they would like using their usual method of communication, making their own decisions. • Working with others forms connections with friends, family members or their peers, which is one of the Five Ways to Well-being. • Understand how to find help, whether that is putting up their hand, pointing at an item etc. • Benefit from being involved in simple problem solving, understanding what they may need to do next, this could be listening, asking for help if appropriate or selecting a solution from some choices given.	Learners could: • Take part in recycling activities, learning about why it is important in all areas of life.

UNIT SPECIFICATIONS

Unit Title: Developing Independent Living Skills: Keeping Safe

Unit Reference Number: K/502/4165

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 learning how to keep themselves safe

Learning Outcomes	Assessment Criteria
The learner will:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills	
Digital	Well-being
Learners could: Understand how to keep safe online supported by their tutor/assistant.	Learners could: - Benefit from the feeling of confidence in being able to keep themselves safe, this could be waiting to cross the road safely, being careful when boiling a kettle to make a drink or being accompanied to make a trip. - Understand that following a simple routine enables a feeling of confidence and independence which is good for their well-being. Activities such as closing and locking a door before going out, running a bath, checking the temperature etc.

UNIT SPECIFICATIONS

Unit Title: Early Mathematics: Position
Unit Reference Number: K/502/4327

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 position.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Have an awareness of position.	1.1. Demonstrate an awareness of position.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Have an Awareness of Position

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

Unit Title: Rights and Responsibilities: Everybody Matters

Unit Reference Number: K/502/4439

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:	The learner can:
1. Be aware that they have rights as individuals.	1.1. Recognise some of the basic rights as an individual.
2. Be aware that they have responsibilities as individuals.	2.1. Take some responsibility for themselves. 2.2. Recognise some responsibilities they have towards others.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	Sustainability
Learners could: Benefit from the feeling of confidence in knowing what they are responsible for, such as packing their own bag, helping choose what goes in a bag etc, through their usual mode of communication.	Learners could: Understand their responsibility for caring for the environment, this could be helping to sort out recycling, pointing out what can be recycled, turning off lights, water when brushing teeth etc.

UNIT SPECIFICATIONS

Unit Title: Getting On With Other People

Unit Reference Number: L/502/4160

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 developing the skills needed to work with or alongside other people.

Learning Outcomes	Assessment Criteria
The learner will:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	Sustainability
Learners could: • Understand the relationship they have with others through their usual mode of communication. • Benefit from working in a group and could follow simple instructions, such as choosing who can do what depending on their own skills or abilities. • Show their respect for others by acknowledging them through their usual mode of communication, this could be answering simple questions, gesturing or facial expressions.	Learners could: • Be involved in a group activity that works with environmental issues, such as developing a poster about saving energy or recycling.

UNIT SPECIFICATIONS

Unit Title: Developing Skills for the Workplace: Health and Safety

Unit Reference Number: L/502/4451

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 recognising the need for healthy and safe practices at work.

Learning Outcomes	Assessment Criteria
The learner will:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Developing Independent Living Skills: Looking After your Own Home

Unit Reference Number: M/502/4166

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:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills	
Well-being	Sustainability
Learners could: State in words or gestures how they feel about tasks they undertake. This links to the Five Ways to Well-being where gaining confidence and independence in tasks around the home can promote individual satisfaction and increase learner well-being.	Learners could: - Be involved tasks at home that relate to the environment e.g. - recycling -saving energy by turning lights off -using less water.

UNIT SPECIFICATIONS

Unit Title: Early Mathematics: Measure
Unit Reference Number: M/502/4331

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 measure.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Have an awareness of common measures.	1.1. Demonstrate an awareness of common measures.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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.

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

Unit Title: Encountering Experiences: Being a Part of Things

Unit Reference Number: R/502/4161

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

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:	The learner can:
1. Encounter activities.	1.1. Experience activities and situations.
2. Respond with reflex to experiences.	2.1. Give reflex responses to external stimuli.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Encounter Activities

Being passive or resistant while an activity takes place; participating in activities when fully prompted

Respond with Reflex to Experiences

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

Unit Title: Engaging with the World around You: People
Unit Reference Number: R/502/4175

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 1

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:	The learner can:
1. Interact with people.	1.1. Engage with people.

Indicative Content
Please be aware that the indicative content supplied below is a suggested guide only. Interact with People 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

Unit Title: Developing Writing Skills
Unit Reference Number: R/502/4323

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 English at E1) with the opportunity to have recognised their achievements in relation to developing writing skills.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be aware that marks, symbols, signs or words have meaning.	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

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Developing Skills for the Workplace: Following Instructions

Unit Reference Number: R/502/4449

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 their ability to follow the sorts of instructions they are likely to encounter in the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills		
Digital	Well-being	Sustainability
Learners could: Follow a simple set of instructions sent via an email/digital document. The tutor could help to read the instructions and work with the learner to complete.	Learners could: Show how they feel about tasks they undertake. This links to the Five Ways to Well-being where gaining confidence and independence in activities can promote individual satisfaction and increase learner well-being.	Learners could: Be involved in sustainability tasks in the workplace. E.g. When instructed recycling items in the correct box/place. Turning off lights/appliances after use to save energy.

UNIT SPECIFICATIONS

Unit Title: Developing Skills for the Workplace: Looking and Acting the Part

Unit Reference Number: R/502/4452

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 present themselves properly, be punctual and attend regularly, as preparation for the workplace.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Take some responsibility in a way that is consistent with workplace expectations.	1.1. Present themselves in a manner appropriate to the workplace. 1.2. Demonstrate appropriate time keeping and attendance.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Take some Responsibility 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.

Suggested opportunities to develop wider awareness, learning and skills

Well-being

Learners could:

- Benefit from the positive feelings of dressing the part for the workplace, they could choose what to wear from a range of options given by their carer, family member or friend. Knowing that this makes them feel good and confident can be linked to awareness for personal well-being.
- Create a personal care plan which will give confidence and routine, this could include hair brushing, teeth cleaning and choosing the most appropriate clothes and footwear.

UNIT SPECIFICATIONS

Unit Title: Engaging with the World around You: Events

Unit Reference Number: T/502/4203

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 have their responses to events recorded.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Interact with events.	1.1. Engage with events.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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 they are 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

Unit Title: Early Mathematics: Shape
Unit Reference Number: T/502/4329

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 shape.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Have an awareness of shape.	1.1. Demonstrate an awareness of shape.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

Have an Awareness of Shape

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.

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

Unit Title: Early Mathematics: Sequencing and Sorting

Unit Reference Number: T/502/4332

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:	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 criterion.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Dealing with Problems

Unit Reference Number: Y/502/4159

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:	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

Please be aware that the indicative content supplied below is a suggested guide only.

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.

Suggested opportunities to develop wider awareness, learning and skills
Well-being
Learners could: • Know where to find help when they have a problem, this could be a raised hand, simple sentence or gesture, this will help the learner to feel confident in asking for help. • Benefit from an awareness of cause and effect which will enable positive emotions of well-being. • Work with others to help find a solution, this could be a friend, carer or family member and understand who is best suited to help them. Finding solutions could be linked to positive well-being and growing confidence.

UNIT SPECIFICATIONS

Unit Title: Developing ICT Skills

Unit Reference Number: Y/502/4324

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 (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:	The learner can:
1. Use ICT to control the environment.	1.1. Affect change in their own environment, using ICT.
2. Use ICT as a source of information.	2.1. Gain information through ICT.
3. Use ICT to communicate or to augment or enable communication.	3.1. Communicate using ICT.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Developing Self Awareness: All about Me
Unit Reference Number: Y/502/4422

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:	The learner can:
1. Be aware of their relationships with others.	1.1. Recognise how they can relate to others.
2. Be aware of themselves as an individual.	2.1. Recognise what makes them individual.
	2.2. Express their individuality.

Indicative Content

Please be aware that the indicative content supplied below is a suggested guide only.

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

Unit Title: Basic Cooking Techniques

Unit Reference Number: J/600/6198

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand different methods of cooking.	1.1. Identify at least two methods of cooking. 1.2. Identify a food that can be cooked using different methods.
2. Recognise different equipment needed for cooking.	2.1. Identify equipment needed for each of the methods of cooking.
3. Understand Health and Safety issues relating to different methods.	3.1. Identify two safety factors when cooking. Identify two risks.
4. Know how to make a dish using different cooking methods	4.1. Participate in using two different cooking methods

UNIT SPECIFICATIONS

Unit Title: Everyday Food and Drink Preparation

Unit Reference Number: L/600/6204

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know how to prepare a hot or cold drink	1.1. Identify what is needed to make a drink
	1.2. Assist in making a drink
2. Know how to prepare a snack	2.1. Identify food to make a snack
	2.2. Assist in making a snack
	2.3. Serve a snack
3. Know how to clean up after preparing food	3.1. Clear items used
4. Know how to store food and drink	4.1. Identify where different foods and drinks should be stored
	4.2. Identify how to store two different items
5. Know how to be safe in the kitchen	5.1. Identify a safety hazard

UNIT SPECIFICATIONS

Unit Title: Exploring Art

Unit Reference Number: M/600/6423

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to appreciate art.	1.1 Look at a piece of artwork and state a like or dislike.
2. Know of art techniques.	2.1 Identify an art technique.
	2.2 Identify a piece of equipment/material needed to produce a piece of art.
3. Create a piece of art.	3.1 Contribute to creating a piece of art.
4. Know how to tidy up	4.1 Identify where the equipment should be put away

UNIT SPECIFICATIONS

Unit Title: Exploring Dance
Unit Reference Number: L/600/6428

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to move in response to sound	1.1. Move to music
	1.2. Move and stop to sound
2. Be able to make dance movements	2.1. Practise a personal freeform dance to a short piece of music
	2.2. Mirror the dance movement of another person

UNIT SPECIFICATIONS

Unit Title: Exploring Music
Unit Reference Number: R/600/6432

Credit Value of Unit: 3 **GLH of Unit:** 30 **Level of Unit:** Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to appreciate music.	1.1. Listen to music and state feelings the music evokes.
2. Be able to identify a musical instrument.	2.1. Identify a musical instrument and its sound.
3. Play a musical instrument with others.	3.1. Play a musical instrument in a group.
	3.2. Express feelings from playing in a group.

UNIT SPECIFICATIONS

Unit Title: Health and Fitness

Unit Reference Number: Y/600/6268

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Recognise the importance of exercise.	1.1 Identify two forms of exercise.
	1.2 Identify a benefit of exercise
2 Recognise the correct clothing to be worn when participating in exercise	2.1 Identify suitable clothing and footwear to be worn for an exercise activity.
3. Take part in an exercise programme.	3.1 Take part in a warm up activity.
	3.2 Take part in an exercise activity.
	3.3 Take part in a cool down activity.
	3.4 Keep a record of taking part in the exercise.

UNIT SPECIFICATIONS

Unit Title: Make a Simple Meal

Unit Reference Number: R/600/6222

Credit Value of Unit: 3

GLH of Unit: 30

Level of Unit: Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
Know basic hygiene rules of the kitchen	1.1. Wash hands before food preparation
	1.2. Assist in maintaining a clean working environment
2. Be able to select ingredients to make a meal	2.1. Participate in an activity to identify ingredients
3. Be able to prepare ingredients	3.1. Follow instructions to prepare an ingredient
4. Know how to use utensils safely	4.1. Identify how to use a utensil safely
	4.2. Use a utensil
5. Know how to use a cooker safely	5.1. Follow instructions to use a cooker for a defined purpose
	5.2. State a safety rule when using a cooker
6. Be able to serve a meal	6.1. Assist in serving a meal

UNIT SPECIFICATIONS

Unit Title: Recycling, Managing Waste
Unit Reference Number: H/600/6225

Credit Value of Unit: 2 **GLH of Unit:** 20 **Level of Unit:** Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know that there are different types of packaging.	1.1. Identify two different packaging materials
2. Know that some materials can be recycled.	2.1. Identify two different items for recycling.
	2.2. Identify appropriate bins for recycling.
3. Understand that waste can be controlled.	3.1. Suggest a way of reducing own wastage.

UNIT SPECIFICATIONS

Unit Title: Kitchen Hygiene
Unit Reference Number: A/600/6201

Credit Value of Unit: 1 **GLH of Unit:** 10 **Level of Unit:** Entry 1

Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know that kitchens must be kept clean	1.1. Identify a consequence of a dirty kitchen
	1.2. Identify a need for cleaning
2. Use equipment to clean a kitchen	2.1. Identify a piece of equipment for cleaning
	2.2. Use equipment to clean an area of a kitchen
	2.3. Use equipment safely
3. Use products to clean a kitchen	3.1 Use a product safely for cleaning

APPENDIX 1

Summary Record of Achievement

Entry 1 Award, and Certificate in Personal Progress

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				
	Entry 1				

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 1

Supplementary Summary Record of Achievement

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)

Learner Name _____

Minimum Credit Value of Qualification _____

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

Assessor Signature _____

Internal Verifier Signature (if sampled) _____

Tracking Sheet

Unit Title _____

Unit Reference _____

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date

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

Learner Signature _____ Date _____

Assessor Signature _____ Date _____

Internal Verifier (if sampled) _____ Date _____

If you require tracking sheets for units within these qualifications please contact development@ascentis.co.uk

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Learning Skills: Learning to Learn A/502/4154
Credits	5

Learner's Achievement

LO 1 Identify strengths and weakness in relations to learning. AC 1.1 Recognise what they are good at and what they find difficult. Assessor Statement: Achievement Continuum Stage:
LO 2 Express preferences about learning. AC 2.1 Communicate what they like and what they dislike in relation to learning. Assessor Statement: Achievement Continuum Stage:
LO 3 Be involved in making choices in relation to learning. AC 3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it. Assessor Statement: Achievement Continuum Stage:
LO 4 Get help with their learning. AC 4.1 Understand how to access sources of support. Assessor Statement: Achievement Continuum Stage:
LO 5 Be involved in producing and reviewing a person-centred learning plan. AC 5.1 Contribute to setting and monitoring targets for their own learning. Assessor Statement: Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Independent Living Skills: Being Healthy A/502/4168
Credits	2

Learner's Achievement

LO 1 Be involved in keeping themselves healthy.
AC 1.1 Take part in activities that contribute to keeping themselves healthy.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Travel within the Community: Going Places, A/502/4171
Credits	3

Learner's Achievement

LO 1 Travel within their own community.
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

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Early Mathematics: Developing Number Skills D/502/4325
Credits	2

Learner's Achievement

LO 1 Participate in activities involving numbers.
AC 1.1 Engage in activities relating to counting in whole numbers.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Be aware of numbers in given contexts.
AC 2.1 Recognise the use of numbers in familiar contexts.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

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Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Understanding what money is used for, D/600/0438
Credits	3

Learner's Achievement

LO 1. Have an awareness of the use of money.
AC 1.1 Identify Money from other objects.
Assessor Statement:
Achievement Continuum Stage:
AC 1.2 Identify uses of money
Assessor Statement:
Achievement Continuum Stage:
AC 1.3 Use money in realistic situations
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Community Participation Skills: Getting Out and About F/502/4169
Unit Code	
Credits	5

Learner's Achievement

LO 1 Know that they have a place in the community. AC 1.1 Recognise aspects of their relationship as an individual to the community/ies to which they belong. Assessor Statement: Achievement Continuum Stage:
LO 2 Use local facilities and services. 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:
LO 3 Use local shops. AC 3.1 Show that they can use local shops. Assessor Statement: Achievement Continuum Stage:
LO 4 Use local eating and drinking places. 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

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Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Using Local Health Services, F/502/4172
Credits	2

Learner's Achievement

LO 1. Access the services offered by local health services.
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

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Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Engaging with the World around you: Objects F/502/4205
Credits	3

Learner's Achievement

LO 1. Interact with objects.
AC 1.1 Engage with objects.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Communication Skills F/502/4317
Credits	3

Learner's Achievement

LO 1 Listen and respond to other people.
AC 1.1 Show understanding in their response to what they have heard.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Speak (or use other means) to communicate with other people.
AC 2.1 Use words, phrases, objects or symbols to communicate.
Assessor Statement:
Achievement Continuum Stage:

LO 3 Engage in discussion with other people.
AC 3.1 Share ideas or preferences with others.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Reading Skills F/502/4320
Credits	3

Learner's Achievement

LO 1 Show some interest in reading.
AC 1.1 Demonstrate an interest in texts.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Show some response to reading.
AC 2.1 Demonstrate some understanding of what is being read.
Assessor Statement:
Achievement Continuum Stage:

LO 3 Recognise objects and symbols.
AC 3.1 Match objects to symbols, letters and words.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Independent Living Skills: Having Your Say H/502/4164
Credits	3

Learner's Achievement

LO 1 Express preferences about their lifestyle.
AC 1.1 Take part in making choices about aspects of their own life.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Be involved in decision-making about how to spend their time.
AC 2.1 Take part in decision-making about how they spend their time.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Skills for the Workplace: Getting Things Done J/502/4450
Credits	4

Learner's Achievement

LO 1 Be involved in decision-making.
AC 1.1 Take part in activities which require simple decisions to be made.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Be involved in problem-solving.
AC 2.1 Take part in activities which require straightforward problems to be solved.
Assessor Statement:
Achievement Continuum Stage:

LO 3 Work with others.
AC 3.1 Engage in straightforward activities which require them to interact with other people.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Independent Living Skills: Keeping Safe K/502/4165
Credits	2

Learner's Achievement

LO 1 Know that it is important to keep themselves safe.
AC 1.1 Recognise key factors in keeping themselves safe.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Be able to observe safe practices.
AC 2.1 Follow simple personal safety routines.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Early Mathematics: Position K/502/4327
Credits	2

Learner's Achievement

LO 1 Have an awareness of position.
AC 1.1 Demonstrate an awareness of position.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Rights and Responsibilities: Everybody Matters K/502/4439
Credits	3

Learner's Achievement

LO 1. Be aware that they have rights as individuals.
AC 1.1 Recognise some of the basic rights as an individual.
Assessor Statement:
Achievement Continuum Stage:

LO 2. Be aware they have responsibilities as individuals.
AC 2.1 Take some responsibility for themselves.
Assessor Statement:
Achievement Continuum Stage:
AC 2.2 Recognise some responsibilities they have towards others.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Getting on with other People L/502/4160
Credits	4

Learner's Achievement

LO 1. Interact with others.
AC 1.1 Listen and respond to others.
Assessor Statement:
Achievement Continuum Stage:
AC 1.2 Communicate with others.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Skills for the Workplace: Health and Safety L/502/4451
Credits	2

Learner's Achievement

LO 1 Know about health and safety at work.
AC 1.1 Recognise key features of health and safety in the workplace.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Independent Living Skills: Looking After Your Own Home M/502/4166
Credits	2

Learner's Achievement

LO 1 Be involved in keeping their home healthy and safe.
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

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Early Mathematics: Measure M/502/4331
Credits	2

Learner's Achievement

LO 1 Have an awareness of common measures.
AC 1.1 Demonstrate an awareness of common measures.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Encountering Experiences: Being a part of Things R/502/4161
Credits	3

Learner's Achievement

LO 1. Encounter activities.
AC 1.1 Experience activities and situations.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Respond with reflex to experiences.
AC 2.1 Give reflex responses to external stimuli.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

QR/EV signature

Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Engaging with the World around you: People R/502/4175
Credits	3

Learner's Achievement

LO 1. Interact with people.
AC 1.1 Engage with people.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

IV signature

Date

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Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Writing Skills R/502/4323
Credits	2

Learner's Achievement

LO 1 Be aware that marks, symbols, signs or words have meaning
AC 1.1 Recognise that the meaning can be conveyed by marks, symbols, signs or words.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Be able to use marks, symbols, signs or words to communicate.
AC 2.1 Communicate using marks, symbols, signs or words.
Assessor Statement:
Achievement Continuum Stage:

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Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Skills For the Workplace: Following Instructions R/502/4449
Credits	2

Learner's Achievement

LO 1 Be able to follow instructions
AC 1.1 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

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Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Skills for the Workplace: Looking and Acting the Part R/502/4452
Credits	2

Learner's Achievement

LO 1 Take some responsibility for themselves in a way that is consistent with workplace expectations.
AC 1.1 Present themselves 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

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Engaging with the World around you: Events T/502/4203
Credits	3

Learner's Achievement

LO 1. Interact with events.
AC 1.1 Engage with events.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

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Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Early Mathematics: Shape T/502/4329
Credits	2

Learner's Achievement

LO 1. Have an awareness of shape.
AC 1.1 Demonstrate an awareness of shape.
Assessor Statement:
Achievement Continuum Stage:

Assessor signature

Date

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Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Early Mathematics: Sequencing and Sorting T/502/4332
Credits	3

Learner's Achievement

LO 1. Be aware of sequence.
AC 1.1 Recognise aspects of a sequence.
Assessor Statement:
Achievement Continuum Stage:

LO 2. Be able to sort data.
AC 2.1 Engage in sorting data by a single criterion.
Assessor Statement:
Achievement Continuum Stage:

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Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing ICT Skills Y/502/4324
Credits	4

Learner's Achievement

LO 1 Use ICT to control the environment.
AC 1.1 Effect change in their own environment, using ICT.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Use ICT as a source of information.
AC 2.1 Gain information through ICT.
Assessor Statement:
Achievement Continuum Stage:

LO 3 Use ICT to communicate or to augment or enable communication.
AC 3.1 Communicate using ICT.
Assessor Statement:
Achievement Continuum Stage:

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Date

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Date

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Developing Self Awareness: All about Me Y/502/4422
Credits	3

Learner's Achievement

LO 1 Be aware of their relationships with others.
AC 1.1 Recognise how they relate to others.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Be aware of themselves as an individual.
AC 2.1 Recognise what makes them individual.
Assessor Statement:
Achievement Continuum Stage:
AC 2.2 Express their individuality.
Assessor Statement:
Achievement Continuum Stage:

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Date

Unit Assessment Transcript

Use with units assessed through the Pre-Entry Achievement Continuum

Learner's Name	
Learner's ULN	
Unit Title and Ofqual Number	Dealing with Problems, Y/502/4159
Credits	4

Learner's Achievement

LO 1 Be aware of problems when they arise.
AC 1.1 Recognise when they have a problem.
Assessor Statement:
Achievement Continuum Stage:

LO 2 Come up with a solution to a problem
AC 2.1 Identify sources of help.
Assessor Statement:
Achievement Continuum Stage:
AC 2.2 Select a solution.
Assessor Statement:
Achievement Continuum Stage:

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Entry 1 Achievement Continuum

Developmental stage	Characteristics	Descriptor
1. Encounter	Characterised by presence and reflex responses	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. Learners may show simple reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2. Early awareness	Characterised by fleeting attention and inconsistent responses	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. 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.
3. Interest	Characterised by more consistent and differentiated reactions	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.
4. Supported participation	Characterised by 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	Characterised by recognition, anticipation and proactive responses	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. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.

Developmental stage	Characteristics	Descriptor
6. Development	Characterised by remembered responses and intentional communication	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.
7. Exploration	Characterised by 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. Learners remember responses over more extended periods. They observe the results of their actions with interest.
8. Initiation	Characterised by 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 period
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings	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. 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.

Developmental stage	Characteristics	Descriptor
10. Application	Characterised by the application of skills, knowledge, concepts and understandings	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. 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. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. 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.