ASDAN Entry Level Award, Certificate, Extended Certificate and Diploma in Personal Progress (Entry 1)

Qualification specification

ASDAN

Qualification at a glance

Sector subject area	Foundations for learning and life
Age group approved	14+
Entry requirements	None
Assessment types	Portfolio
Approvals	Available from 1 September 2020
Registration and certification	Consult the ASDAN members' area for final dates

Title and level	Guided learning hours (GLH)	Total qualification time (TQT)	Accreditation number
ASDAN Entry Level Award in Personal Progress (Entry 1)	80	80	603/5541/4
ASDAN Entry Level Certificate in Personal Progress (Entry 1)	140	140	603/5556/6
ASDAN Entry Level Extended Certificate in Personal Progress (Entry 1)	250	250	603/5557/8
ASDAN Entry Level Diploma in Personal Progress (Entry 1)	370	370	603/5558/X

Version and date	Change detail	Section
1.0 April 2020	Document created	All
1.1 August 2021	Unit GOP title amended from 'Getting on with people' to 'Getting on with other people'	List of available units, page 19
1.2 January 2022	Changes to evidence transcript templates	Page 11, pages 180-181
1.3 March 2022	Unit EWOB E1 assessment criteria 2.1, amended from 'Be able to identify objects' to 'Recognise objects relating to a particular activity'	Page 153

This document is intended for current and prospective centres. This document should always be read in conjunction with the ASDAN Generic Centre Guidance.

Contents

Qualification purpose and aim

Structure

The following table illustrates the minimum credits that the learner must achieve to be awarded the relevant qualification.

All units are optional. Learners may choose any units to obtain the necessary credits required. The full list of units is shown on pages 16 to 18.

Title and level	GLH	TQT	Credits
ASDAN Entry Level Award in Personal Progress (Entry 1)	80	80	8
ASDAN Entry Level Certificate in Personal Progress (Entry 1)	140	140	14
ASDAN Entry Level Extended Certificate in Personal Progress (Entry 1)	250	250	25
ASDAN Entry Level Diploma in Personal Progress (Entry 1)	370	370	37

For learners who do not complete enough credits to achieve the Award in Personal Progress, Unit Certification will be awarded.

Total qualification time (TQT)

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

TQT is comprised of the following two elements:

1 the number of hours which an awarding organisation has assigned to a qualification for guided learning

2 an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Extract from: Ofqual Handook: General Conditions of Recognition, Section E

Route towards achievement

Learner activity	Role of central staff	Contribution to the final portfolio of evidence
Learners who are not yet ready for assessment develop and practise skills through appropriate activities. Learners are supported to undertake activities that will allow them to meet the requirements of the chosen assessment units. Learners are supported to collect appropriate evidence to show they have met the requirements of the qualification. This could be products of tasks undertaken, reports and witness statements, photographs, video/audio recordings, etc.	Tutors guide learners on the choice of units and practice activities to develop their skills. Tutors provide feedback on skills development. Tutors guide learners on appropriate activities to evidence the chosen assessment units. Tutors/other relevant people complete observation checklists, witness statements, etc. Tutors guide learners on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.	
Following internal assessment, learners are supported to provide additional evidence, if required.	**Internal assessment** • For each assessment unit tutors judge each learner's evidence against the learning outcomes and assessment criteria. **Internal moderation** • A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation. • Feedback is given to assessors.	Each evidence transcript document will show: • the evidence obtained for each unit • where evidence can be found in the portfolio • the name of the stage on the achievement continuum at which the learner has achieved each unit. Each document must be completed and signed off by the assessor and the internal moderator.
External moderation		

List of available units

Unit reference	Title	Level	Credit rating	Page number
	Employment			
DCS	Developing communication skills	E1	3	22
DIS	Developing ICT skills	E1	4	26
DLS	Developing learning skills: learning to learn	E1	5	30
DRS	Developing reading skills	E1	3	34
DWS	Developing writing skills	E1	3	36
DWFI	Developing skills for the workplace: following instructions	E1	2	38
DWTD	Developing skills for the workplace: getting things done	E1	4	40
DWCP	Developing skills for the workplace: growing and caring for plants	E1	2	44
DWHS	Developing skills for the workplace: health and safety	E1	2	44
DWCA	Developing skills for the workplace: looking after and caring for animals	E1	2	48
DWLA	Developing skills for the workplace: looking and acting the part	E1	2	52
EMNS	Early mathematics: developing number skills	E1	2	54
EMM	Early mathematics: measure	E1	2	56
EMP	Early mathematics: position	E1	2	58
EMSO	Early mathematics: sequencing and sorting	E1	3	60
EMSH	Early mathematics: shape	E1	2	62
EWEW	Engaging with the world of work: exploring work*	E1	3	64
EWSP	Engaging with the world around you: sequence and pattern*	E1	3	66
EWWE	Engaging with the world of work: work experience*	E1	3	68
MEP	Participating in a mini-enterprise project	E1	4	70

List of available units

Unit reference	Title	Level	Credit rating	Page number
	Independent living			
ILHS	Developing independent living skills: having your say	E1	3	74
ILKS	Developing independent living skills: keeping safe	E1	2	78
ILOE	Developing independent living skills: looking after your own environment	E1	2	80
DPS	Dealing with problems	E1	4	84
ESDU	Engaging with self-help and independence skills: dressing or undressing*	E1	3	88
ESED	Engaging with self-help and independence skills: eating or drinking*	E1	3	90
PFE	Planning and preparing food for an event	E1	3	92
PDS	Preparing drinks and snacks	E1	3	96
TRE	Recognising time through regular events	E1	3	100
DRA	Taking part in daily routine activities	E1	3	104
UMF	Understanding what money is used for	E1	3	106
	Good health			
CPSA	Developing community participation skills: participating in sporting activities	E1	3	110
ILBH	Developing independent living skills: being healthy	E1	2	114
ILPC	Developing independent living skills: personal care	E1	2	116
ILPP	Developing independent living skills: personal presentation	E1	2	120
DSA	Developing self-awareness: all about me	E1	3	124
EECR	Encountering experiences: creativity*	E1	3	128
NCA	Engaging in new creative activities	E1	3	130
LHS	Using local health services	E1	2	132

List of available units

Unit reference	Title	Level	Credit rating	Page number
	Community inclusion			
CPCE	Developing community participation skills: caring for the environment	E1	3	134
CPOA	Developing community participation skills: getting out and about	E1	5	136
CPPE	Developing community participation skills: personal enrichment	E1	2	140
EEPT	Encountering experiences: being a part of things*	E1	3	142
EWCE	Engaging with the world around you: centre and community based events*	E1	4	144
EWDP	Engaging with the world around you: developing a profile*	E1	3	148
EWSS	Engaging with the world around you: sensory story*	E1	3	150
EWOB	Engaging with the world around you: objects*	E1	4	152
EWPF	Engaging with the world around you: people and friendships*	E1	4	154
EWTE	Engaging with the world around you: technology*	E1	4	156
EWNE	Engaging with the world around you: the natural environment*	E1	3	158
EWTH	Engaging with the world around you: therapies*	E1	2	160
GOP	Getting on with other people	E1	4	162
RAQ	Making requests and asking questions in familiar situations	E1	2	166
PPI	Providing personal information	E1	2	168
RAR	Rights and responsibilities: everybody matters	E1	3	170
CGP	Travel within the community: going places	E1	3	174
CPT	Using a community facility over a period of time	E1	3	176
ISPR	Using interpersonal skills to contribute to positive relationships	E1	2	178

* = Units particularly suited for learners with PMLD

DCS E1 Developing communication skills

Unit reference number	K/617/9700
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 with the opportunity to have their achievements recognised in relation to developing communication skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show an awareness of and respond to other people	1.1 Demonstrate an understanding in their response to what they have heard or seen
2. Communicate with other people	2.1 Use an appropriate method to communicate with other people
3. Engage in discussion with other people	3.1 Demonstrate sharing ideas or preferences with others

Additional information about the unit
The degree of achievement is most likely to relate to learners assessed as achieving within the **development** to **application** stages on the achievement continuum.

DCS E1 Developing communication skills

1.1 Demonstrate an understanding in their response to what they have heard or seen

Learners might demonstrate this by:
- using 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

In the earlier stages of the continuum, learners will be responding to familiar people. In the later stages, they will begin to respond to those they do not know well or even to those that they are meeting for the first time.

2.1 Use an appropriate method to communicate with other people

Learners might demonstrate this by:
- repeating single words, signs and symbols and using these 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 conjunctions
- using vocabulary to convey meaning which goes beyond words of purely personal significance

In the earlier stages of the continuum, learners will be communicating with familiar people. In the later stages, they will begin to communicate with those they do not know well or even with those that they are meeting for the first time.

DCS E1 Developing communication skills

3.1 Demonstrate sharing ideas or preferences with others

Learners might demonstrate this by:

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

> 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.

Assessment and evidence

Where a plural occurs as part of the criteria ie 3.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ISPR E1 Using interpersonal skills to contribute to positive relationships

Unit reference number	T/601/9822
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have their achievements recognised in relation to using interpersonal skills to contribute to personal relationships.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Use interpersonal skills to contribute to positive relationships	1.1 Demonstrate appropriate use of personal space 1.2 Demonstrate how they co-operate with others

Additional information about the unit
The degree of achievement is most likely to relate to learners assessed as achieving within the **encounter** to **application** stages on the achievement continuum.

ISPR E1 Using interpersonal skills to contribute to positive relationships

1.1 Demonstrate appropriate use of personal space

Learners might demonstrate this by:
- accepting the presence of others in a familiar setting (eg at meal times, in a learning group)
- sharing their personal space with another person
- understanding the need for one's own space and others' personal space (eg not standing too close to another person when speaking to them, keeping an appropriate distance in a queue)
- using shared facilities (eg using communal areas in a domestic setting)
- using shared facilities (eg using communal areas in a community or public area)

1.2 Demonstrate how they co-operate with others

Learners might demonstrate this by:
- tolerating and being present during activities
- accepting the support of others (eg by allowing a carer to brush their hair or help them dress)
- following a simple instruction (eg moving from one part of the room to another).
- consistently follow simple instructions
- co-operating in a group to listen to and/or respond to (or not detract from) the course of discussions
- waiting their turn to ask for help or receive attention, or waiting their turn during a shared activity (eg a game)
- asking for help from an appropriate source
- selecting a particular partner or staff member to work with
- providing help when prompted by others (eg holding a door open when asked to do so by staff)
- offering help without prompting (eg helping another learner with a task that they are finding difficult)
- participating in a shared task (eg putting out or clearing away equipment)

Appendix 2
The achievement continuum

10 developmental stages	Stage characteristics	Stage 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 co-operation and engagement.	• Learners accept supported participation. They co-operate with shared exploration. • Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.

Appendix 2
The achievement continuum

10 developmental stages	Stage characteristics	Stage descriptor
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.
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.

Appendix 2
The achievement continuum

10 developmental stages	Stage characteristics	Stage descriptor
8. Initation	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 events and objects for more extended periods.
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.

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Appendix 2
The achievement continuum

10 developmental stages	Stage characteristics	Stage 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.

About ASDAN

We are a charity on a mission – to transform life chances through learning.

ASDAN is an education charity and awarding organisation whose curriculum programmes and qualifications help young people develop knowledge and skills for learning, work and life.

ASDAN programmes and qualifications are delivered by over 3000 secondary schools, special schools, colleges, alternative education providers and youth organisations across the UK and in more than 30 countries and territories overseas.

Since 1997, when ASDAN was formally established as an education charity, our work has centred on giving all learners the opportunity and tools to discover, develop and make full use of their potential.

As an organisation focused on supporting the next generation, we have recognised the need to adapt our offer, innovate and deliver courses that are fit for the future and better serve the contemporary needs of learners and educators.

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