Section 1: Introduction

1.1   Introduction to the ASDAN Entry 1 Qualifications in Personal Progress

These guidelines set out the background and structure of the ASDAN Entry 1 Qualifications in Personal Progress. They outline details of the assessment and moderation processes which are necessary to ensure that national standards are maintained.

The Entry 1 Qualifications in Personal Progress have been developed to allow the recognition within the Regulated Qualifications Framework (RQF).

These Entry 1 qualifications span a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences.

The qualifications are offered at Entry Level 1 and below. In addition, unit certification is attainable to recognise smaller steps of achievement by candidates unable to attain the full requirements for the qualification.

ASDAN's Entry 1 Qualifications in Personal Progress have been accredited by Ofqual, Welsh Government and CCEA, and are listed on Section 96 of the Learning and Skills Act 2000 for candidates pre- and post- 16.

ASDAN Diploma in Personal Progress Entry 1   Acc No: 500/6543/9
ASDAN Certificate in Personal Progress Entry 1   Acc No: 500/6354/6
ASDAN Diploma in Personal Progress Entry 1   Acc No: 500/6357/1

No mandatory prior qualifications, attainment or experience is required for these qualifications.

These Entry 1 qualifications are designed to be used at a time when it is appropriate to the different needs, aptitudes and interests of the candidate. Therefore the ASDAN Entry 1 qualifications in Personal Progress are available to the pre- and post- 16 candidate.

Language restrictions

ASDAN's qualifications have been approved by the regulators to be offered, assessed and moderated in English only. Centres must therefore present candidates' work for external moderation in English. ASDAN will not accept work that has been translated from another language (except as contained in our published Access Arrangements).

1.2   Qualifications, Units and Credits

Units presented in the four Preparing for Adulthood pathways – Employment, Independent living, Good health and Community inclusion.

The minimum number of credits required for the different sized qualifications are:
- ASDAN Entry Level Award in Personal Progress (Entry 1)   **8 credits**
- ASDAN Entry Level Certificate in Personal Progress (Entry 1)   **14 credits**
- ASDAN Entry Level Extended Certificate in Personal Progress (Entry 1)**25 credits**
- ASDAN Entry Level Diploma in Personal Progress (Entry 1)   **37 credits**

* Indicates units particularly suited to learners with PMLD

Employment

ASDAN unit ref	Unit title	Credit rating
DCS	Developing communication skills	3
DIS	Developing ICT skills	4
DLS	Developing learning skills: learning to learn	5
DRS	Developing reading skills	3
DWS	Developing writing skills	3
DWFI	Developing skills for the workplace: following instructions	2
DWTD	Developing skills for the workplace: getting things done	4
DWCP	Developing skills for the workplace: growing and caring for plants	2
DWHS	Developing skills for the workplace: health and safety	2
DWCA	Developing skills for the workplace: looking after and caring for animals	2
DWLA	Developing skills for the workplace: looking and acting the part	2
EMNS	Early mathematics: developing number skills	2
EMM	Early mathematics: measure	2
EMP	Early mathematics: position	2
EMSO	Early mathematics: sequencing and sorting	3
EMSH	Early mathematics: shape	2
EWEW	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
MEP	Participating in a mini-enterprise project	4

Independent living

ASDAN unit ref	Unit title	Credit rating
ILHS	Developing independent living skills: having your say	3
ILKS	Developing independent living skills: keeping safe	2
ILOE	Developing independent living skills: looking after your own environment	2
DPS	Dealing with problems	4
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
PFE	Planning and preparing food for an event	3
PDS	Preparing drinks and snacks	3
TRE	Recognising time through regular events	3
DRA	Taking part in daily routine activities	3
UMF	Understanding what money is used for	3

Good health

ASDAN unit ref	Unit title	Credit rating
CPSA	Developing community participation skills: participating in sporting activities	3
ILBH	Developing independent living skills: being healthy	2
ILPC	Developing independent living skills: personal care	2
ILPP	Developing independent living skills: personal presentation	2
DSA	Developing self-awareness: all about me	3
EECR	Encountering experiences: creativity*	3
NCA	Engaging in new creative activities	3
LHS	Using local health services	2

Community inclusion

ASDAN unit ref	Unit title	Credit rating
CPCE	Developing community participation skills: caring for the environment	3
CPOA	Developing community participation skills: getting out and about	5
CPPE	Developing community participation skills: personal enrichment	2
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	2
GOP	Getting on with people	4
RAQ	Making requests and asking questions in familiar situations	2
PPI	Providing personal information	2
RAR	Rights and responsibilities: everybody matters	3
CGP	Travel within the community: going places	3
CPT	Using a community facility over a period of time	3
ISPR	Using inter-personal skills to contribute to positive relationships	2

Details of the qualifications can be found on the ASDAN website:
www.asdan.org.uk/personal-progress

1.3   The Structure of the Entry 1 Units in Personal Progress

Assessments of the Personal Progress units must make use of the Achievement Continuum.

Centres are required to use an Evidence transcript* to record learner achievement and indicate the stage on the continuum at which the learner has achieved for each of the unit assessment criteria.

The centre should establish a starting point on the continuum before a learner begins a programme of learning relating to a Personal Progress unit(s).

The expectation is that the learner will progress at least one stage along the achievement continuum before a centre seeks certification for them.

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

*See Entry 1 Qualifications in Personal Progress: Units Standards with Guidance.

Evidence transcript
The completed Evidence transcript will show:

1. The location of evidence within the portfolio
2. The stage on the Achievement Continuum where the candidate is at the point of unit completion
3. That the evidence transcript has been completed

The Unit Evidence transcript constitutes the centre's Internal Assessment record and as such must be included in the front of the learner's portfolio of evidence for the purposes of external moderation.

In completing the evidence transcript the tutor must:

- set out the achievement by the learner in relation to each of the assessment criterion
- include a short description of the learner's achievement and describe the context in which the learning has taken place for the unit
- note the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion

Due to the spiky profile a learner might achieve assessment criteria at different levels within one unit.

At the point a certificate is awarded, the evidence transcript(s) must be securely attached to the certificate.

N.B. Candidates can only claim certification for a unit once. However, candidates may re-do a unit more than once, provided they have moved along the Achievement Continuum. In such cases the centre is responsible for completing a new Evidence transcript and attaching it to the previously awarded certificate.

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

Centres may wish to share the evidence transcript with:

- Teaching staff in a new provider or from a different programme to establish the learner's existing skill set and hence starting point for any new learning.
- Support staff to demonstrate what the learner is capable of doing independently and where they might need support.
- Parents or carers as the basis for a discussion on the learner's progress, achievement or future needs.

- An employer (or prospective employer) to provide a snap shot of a learner's skill levels.

Evidence transcripts may be downloaded as required from the ASDAN website. Guidance for centres on completing the Evidence transcripts, and two examples of completed Evidence transcripts are also available from the ASDAN website: www.asdan.org.uk/personal-progress They can be completed on screen but must be printed and inserted into the candidate's portfolio prior to submission for external moderation. Following successful moderation the evidence transcript(s) must be attached to the certificate.

1.4   Rules of Combination

Rules of Combination set out what a learner is required to do to be awarded a qualification in terms of the credits and units that need to be achieved. They also set out which units are barred against others, the potential for learners to transfer credit from other units, and any exemptions.

Barred units
Learners are not able to claim credit for the same unit at more than one level, or from two units that are deemed to be very similar.
There are currently no barred units in Personal Progress.

Equivalent Units
These are similar units achieved within other qualifications. Credits from these units can in certain cases be counted instead of credits from Personal Progress units.
For example, credits from the *Personal Safety in the Home and Community* E1 unit achieved through ASDAN's PSD or Diploma in Life Skills qualifications can be counted instead of credits from the Personal Progress unit *Developing Independent Living Skills: Keeping Safe* (if achieved within the 3 years prior to moderation).

Exemptions
Similar to equivalent units, these are units that have been achieved within non-credit bearing qualifications.
e.g. Achievement of E1 Functional English can exempt a learner from the Personal Progress units *Developing Communication Skills*, *Developing Reading Skills* and *Developing Writing Skills*.

See Section 2.4, "The accumulation and transfer of credits"

1.5   Assessment

Assessment for this qualification is 100% portfolio based.
The candidate must have a portfolio evidencing the achievements in meeting the requirements of the units submitted. Evidence must be fit for purpose. It is important that the evidence presented is meaningful and accessible to the candidate. Candidates will generate evidence through a range of activities.

Evidence is likely to include:

- Tutor observation statements which detail that the candidate has met the unit specification.
- Photographs with qualifying statements
- CD/DVD
- Questions/answers (which may be scribed for the candidate)

- Action Plans/Reviews
- Other

Important

It is not appropriate to quantify the amount of evidence required. As a general rule, quality is more important than quantity. In compiling the portfolio and completing records of evidence, tutors need to select the most relevant examples showing how the candidate has met the unit assessment criteria.

1.6 Guidance and Support

Planning

Before introducing the ASDAN Personal Progress qualification to candidates, it is necessary to identify opportunities for individuals to participate in initial assessment and development activities, and to identify opportunities to provide evidence that will demonstrate the required skills. The development of an overall plan for the delivery and assessment of the Personal Progress units helps to ensure that sufficient opportunities exist for all the requirements to be met and that there is not unnecessary duplication of effort.

Staff development

Staff development is an essential component of initial planning, as tutors, assessors and internal moderators will need time to reach a common understanding of the units. **As part of the approval process for delivering the ASDAN Personal Progress qualification at least one member of staff must attend an ASDAN training session for the qualification.** This can be either an Introductory Workshop or equivalent in-house training.

After initial familiarisation on an individual basis, it is recommended that tutors and assessors get together in order to discuss the content of the ASDAN Personal Progress qualification units and clarify anything that is unclear. It is essential that staff familiarise themselves with the standards for the qualification level that they are working with. Standards with guidance documents are available for all levels on the ASDAN website: www.asdan.org.uk/personal-progress

Once the ASDAN Personal Progress qualification programme has been running for a while, it is usually a good idea for assessors and internal moderators to meet again to look at examples of evidence and to discuss and compare interpretation of standards; such discussion should form part of on-going practice. Further staff development activities on a regular basis will be dependent on individual centres' needs.

Sources of information and support

ASDAN's **Regional Relationship team** will be able to provide information and advice on the effective implementation of the planned programme. On-going support can be accessed through e-mail and telephone contact, and through negotiated staff training. Fees may apply in the latter case.

ASDAN also offers **Themed Support meetings** to promote a common understanding of Awarding Organisation expectations across centres and to share good practice.

The mandatory recording documents (Evidence Transcripts), and **assessment guidance** are available to download from the ASDAN website: https://www.asdan.org.uk/personal-progress/