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

Qualification specification

March 2022 | Version 1.3

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

This document tells you what you need to do to deliver the qualifications:

Qualification aim	To provide learners working on the achievement continuum and at Entry Level 1 to have their achievements recognised within a nationally recognised qualification framework.
Who are the qualifications for?	These qualifications are for learners aged 14 years and over working on the Achievement continuum or at Entry Level 1.
Benefits for individuals	• The opportunity to learn new skills in a range of settings • Build self-reliance and confidence • Preparation for potential work • Have learning recognised and accredited by an awarding organisation
Benefits for employers and educators	• Ensure that individuals are equipped with new skills, knowledge and understanding • Develop an inclusive learning culture in your setting
What opportunities for progression are there?	These qualifications will provide progression opportunities to a range of qualifications such as: • ASDAN Entry Level 2 & 3 qualifications in Employability • ASDAN Entry Level 1, 2 & 3 qualifications in Personal and Social Development

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

Centre requirements

Approval

Centres must ensure they are approved by ASDAN to offer the qualifications before commencing their delivery. Once approved, the qualification will be listed on the members' area of the ASDAN website. Centres should liaise with their Regional Relationship Manager if further information or clarification is required.

Resource requirements

Occupational competence requirements

Centres must demonstrate that staff who are actively involved in the delivery of the qualification meet the occupational competence requirements determined by ASDAN. It is also the centre's responsibility to inform ASDAN of any changes to staffing, by updating the centre contacts online or if the centre co-ordinator has changed. A curriculum vitae (CV) should be available for review by the External Quality Assurer (EQA) if requested. Centres are responsible for ensuring their centre contacts information remains current and up-to-date.

Tutors, Assessors and Internal Verifiers must demonstrate that they:
- have current, credible expertise in special educational needs and disabilities (SEND) relevant to the units they are assessing or verifying
- have maintained their knowledge and kept themselves up-to-date with developments in SEND

Evidence of occupational competence

ASDAN qualifications are derived from the Regulated Qualifications Framework (RQF) Level Descriptors and are designed to develop learner's knowledge, understanding and skills, which are then assessed through a range of assessments.

Centre Tutors, Assessors and Internal Verifiers are therefore required as a team to have a combination of appropriate competences in learning, assessment and internal quality assurance methodologies. This must be underpinned by knowledge and experience of SEND. This should be relevant to the qualifications being delivered and the learners undertaking them.

Occupational requirements checklists cannot therefore be prescriptive and the evidence indicators are offered as guidance. Centre staff will only be expected to meet a range of the evidence indicators. The table below shows the generic occupational competence requirements of Tutors, Internal Verifiers and/or Assessors.

Centre requirements

Tutor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational competence in SEND	• Be able to demonstrate relevant and sufficient SEND experience with learners.
A thorough knowledge and understanding of the subject areas of the Entry Level 1 Personal Progress qualification(s)	• Attendance at an ASDAN Personal Progress training workshop within the past three years.
Continuing Professional Development in SEND	• Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to SEND over the past three years.
Relevant and sufficient experience in SEND to understand the context within which learners are operating	• Show sufficient evidence of participation in CPD in relation to SEND over the past three years.
Continuing Professional Development in SEND	• Show sufficient evidence of participation in CPD in relation to SEND over the past three years.
Knowledge, understanding and application of a range of teaching and learning methodologies relevant to the Entry Level 1 qualification(s) in Personal Progress	• Hold a valid and recognised teaching/training qualification. **Or** • Show evidence of current (within the last three years) experience of delivering training appropriate and relevant to the Entry Level 1 qualification(s) in Personal Progress.
Knowledge of the Entry Level 1 qualification(s) in Personal Progress - structure, learning and assessment processes	• Previous experience of delivery of ASDAN qualification(s). **Or** • Knowledge of the RQF and level descriptors. **Or** • Planned CPD by centre.
Continuing Professional Development in training and learning	• Show sufficient evidence of participation in CPD in relation to training and learning over the past three years relevant to the Entry Level 1 qualification(s) in Personal Progress.

Centre requirements

Internal Verifier and/or Centre Assessor occupational competence requirements	Evidence indicators
Relevant and sufficient occupational competence in SEND.	• Be able to demonstrate relevant and sufficient SEND experience with learners.
A thorough knowledge and understanding of Entry Level 1 Personal Progress qualification(s).	• Attendance at an ASDAN Personal Progress training workshop within the past three years.
Continuing Professional Development in SEND.	• Show sufficient evidence of participation in Continuing Professional Development (CPD) in relation to SEND over the past three years.
Relevant and sufficient experience in SEND to understand the context within which learners are operating.	• Current (within the last three years) experience in SEND.
Continuing Professional Development in SEND.	• Show sufficient evidence of participation in CPD in relation to SEND over the past three years.
Knowledge, understanding and application of a range of assessment and/ or internal quality assurance methodologies relevant to the Personal Progress qualification(s).	• Have a relevant qualification in assessment and/or internal quality assurance. **Or** • Demonstrate clear and sufficient evidence of current (within the last three years) experience of assessment and/or internal quality assurance appropriate to the Entry Level 1 Personal Progress qualification(s).
Knowledge of the Entry Level 1 qualification(s) in Personal Progress - structure, learning and assessment processes.	• Previous experience of delivery of ASDAN qualification(s). **Or** • Knowledge of the RQF and level descriptors. **Or** • Planned CPD by centre.
Continuing Professional Development in assessment and/or internal quality assurance.	• Show sufficient evidence of participation in CPD in relation to assessment and/or internal quality assurance over the past three years relevant to the Entry Level 1 qualification(s) in Personal Progress.

Centre requirements

Learner entry requirements

ASDAN has not set an entry requirement for these qualifications. However, centres must ensure that learners are in a position to meet the assessment demands of the qualification for which they are registered.

Age restrictions

ASDAN cannot accept any registrations for learners aged under 14 years as these qualifications are not approved for under 14s.

Lifetime of learner registration

Learner qualification registrations are valid for five years.

Delivering the qualification

Initial assessment

An initial assessment of each learner should be made before the start of their programme to identify:

- whether the learner has any specific training needs
- support and guidance they may need when working towards their qualification
- any previous, relevant qualifications where transfer of credit can be applied
- the appropriate size of qualification (Award, Certificate, Extended Certificate or Diploma)

Centres are required to demonstrate commitment to equal opportunities when recruiting learners. The **ASDAN Generic Centre Guidance** gives guidance in making arrangements for learners requiring reasonable adjustments in respect of assessment. This should be done as early as possible in the programme and must be approved by ASDAN before implementation.

Induction

Each programme must start with a short induction and should include information for learners or their advocates covering:

- an outline of the qualification and the related learner support available
- the aim of the ASDAN Entry Level 1 Award, Certificate, Extended Certificate or Diploma in Personal Progress
- expectations of, and benefits to, the individual and where relevant, their employer
- format of the programme – content, hours, attendance, delivery methods, etc
- the assessment requirements, including assessment criteria
- roles and responsibilities of centre staff, learners and ASDAN
- learning and study skills, including reference to use of library, internet and any open or online learning to be used
- information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism

Credit transfer opportunities

Centres that have moved across from the 2012 Personal Progress standards should be aware of the opportunities for credit transfer between the two sets of standards.

Learners who have already achieved Personal Progress (2012) Entry 1 units can transfer the credit gained from certain units into the Personal Progress (2020) qualifications if the new qualification is moderated within five years of the award of the relevant 2012 unit.

Assessment

There are a number of changes to existing units, some of which may affect the possibilities for credit transfer. Centres should ensure that they check the **Credit Transfer Opportunities** document in the members' area of the ASDAN website at an early stage in their programme.

Summary of assessment methods

These qualifications contain skills-based units, which are all assessed internally via portfolio and subject to internal and external verification. Unit specific assessment guidance is included within each unit.

Assessments of the Personal Progress units must make use of the achievement continuum (see pages 178-181).

Centres are required to complete 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.

Assessors will need to support and guide learners as they work through the above processes and must complete an evidence transcript for each unit.

Evidence transcript document (mandatory)

In completing the evidence transcript document, the tutor must:
- set out the achievement by the learner in relation to each of the assessment criteria
- 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 name of the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion
- clearly state where in the learner's portfolio the relevant evidence can be found.

A learner might achieve assessment criteria at different levels within one unit (a spiky profile).

The documents may be downloaded as required from the members' area of the ASDAN website. They can be completed on screen but must be printed, signed and inserted into the learner's portfolio. The documents constitute the centre's internal assessment record and must be included in the front of the learner's portfolio of evidence for the purposes of external moderation.

At the point a certificate is awarded, the first section of each of the relevant evidence transcript documents must be securely attached to the certificate.

Assessment

Assessment planning

Assessment planning is an important part of the process to ensure that all the requirements of each learning outcome are fully addressed and meet the appropriate knowledge and skills. The plan will indicate how and when the unit will be assessed.

An assessment plan should be shared with all assessors and internal moderators while learners should also be given relevant information. An assessment plan should address most, if not all of the following points. It should:

- provide a calendar or timetable for unit assessment
- name the assessment methods to be used and key pieces of evidence
- allocate units to particular assessors (if appropriate)
- describe how the assessments are to be administered, taking account of practical issues
- note arrangements that need to be made to take account of additional support needs
- describe the measures to be taken to ensure that the evidence produced is authentic and current
- describe how and when requirements for record-keeping and quality assurance processes will be met

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		

Route towards achievement

Internal moderation

An effective internal moderation system will help centre staff and assessors make accurate, valid and consistent judgements about the evidence presented by learners for the Personal Progress assessment units. Internal moderation processes and procedures contribute to developing and maintaining good practice in evidence collection and assessment. When appropriately applied, it will also pre-empt some of the problems that may occur at external moderation (eg learners' failing because tutors and assessors have misunderstood the assessment requirements or have misinterpreted the assessment standards).

External moderation

External moderation of portfolios is by post or by centre visit and is available on request throughout the year.

Assessment requirements

Each unit is internally assessed via a portfolio of evidence which is assessed by the centre and subject to internal and external verification.

The portfolio of evidence must be valid, fit for purpose and based on the unit assessment criteria.

To pass each internally assessed unit, the learner must:
• Satisfy all assessment criteria by providing sufficient and valid evidence
• Demonstrate that the evidence is individual to them.

Assessment decisions are determined as competent (Pass) or not yet competent (Failure) and the only acceptable reason for a failure is the inability to meet one or more assessment criteria.

With their assessor, learners will agree appropriate evidence, which reflects their role and responsibility. Learners can use the same piece of evidence to prove their skills across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed with a separate piece of evidence.

Evidence for units may include (but is not restricted to):
• Products from the learner's work
• Annotated photographs
• Video evidence
• Direct observation of the learner's performance by their assessor
• Outcomes from oral or written questioning
• Personal statements and/or reflective accounts
• Authentic statements/witness testimony

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Route towards achievement

Learners must carry the tasks out individually. Learners may carry out research and collect the information they want to use under unsupervised conditions. A photograph or single video clip can be submitted for a whole group of learners as long as references to the evidence produced for each individual learner are made explicit.

When centres use video recordings as supporting evidence, it is suggested that short clips are used to capture the relevant part of the learner's evidence. Lengthy video footage can add complexity to the assessment and moderation processes, and use up large amounts of data. File formats must be compatible with Windows and should be commonly recognised types (e.g. avi, mov, mp4, qt, wmv).

When submitting video recordings as supporting evidence an **Audio Visual Reference form** must be filled in, which can be found in the members' area of the ASDAN website.

Guidance

Each unit contains a statement setting out the most likely starting point for learners completing that unit (eg The degree of achievement is most likely to relate to learners assessed at achieving within the **interest** to **application** stages on the achievement continuum).

The Entry 1 achievement continuum (shown on pages 178-181) sets out 10 stages of achievement. The first stage is '**Encounter**', where the learners are simply exposed to learning experiences. The last stage is '**Application**', where they are independently able to apply their knowledge, skills and understanding when completing basic, straightforward and familiar tasks.

The guidance given within each unit is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria, and will be imbedded in a variety of contexts and learning opportunities.

Assessment language

ASDAN qualifications are published and assessed in English only.

Credit transfer, equivalence and exemptions

If there is a transfer of credit from units that have been achieved within a different qualification, or the centre wishes to claim exemption, the information on credit transfer and the qualification's rules of combination should be read before submitting learners.

On the **Candidate Registration and Submission form**, only the units that are submitted for moderation should be listed, not those for which prior achievement equivalence or exemption are to be claimed.

A **Credit Transfer form** must be completed and submitted at the same time as registering learners for ASDAN to be able to validate the claim. Failure to do so may result in an invalid submission. The form must be emailed to **qualifications@asdan.org.uk**.

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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

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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

Units

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.

DIS E1 Developing ICT skills

Unit reference number	Y/502/4324
Level	Entry 1
Credit Value	4
Unit aim	This unit aims to provide learners working within Entry 1 with the opportunity to have their achievements recognised in relation to developing ICT skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Use ICT to control the environment	1.1 Effect 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

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.

DIS E1 Developing ICT skills

1.1 Effect change in their own environment, using ICT

Learners might demonstrate this by:
- 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
- using switches in a variety of tools to effect different actions
- loading a computer software programme

2.1 Gain information through ICT

Learners might demonstrate this by:
- 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 specialist software
- recognising and using on-screen symbols and images
- working with a facilitator to retrieve previously stored information (eg a person-centred learning plan)
- working with a facilitator to access information relevant to the individual on the internet (eg TV listings or football club homepage) or from a CD-ROM
- receiving e-mails and/or texts
- working with a facilitator to find out the prices of goods online

DIS E1 Developing ICT skills

3.1 Communicate using ICT

Learners might demonstrate this by:
- showing an awareness of ICT generated audio or visual stimuli eg 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 ICT specialist hardware or software
- recognising and using on-screen symbols and images
- using enabling technology (eg speech synthesiser or voice recognition software)
- confirming a choice by pressing an option button (eg '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
- working with a facilitator to send emails and/or texts
- working with a facilitator to order shopping or food online

DLS E1 Developing learning skills: learning to learn

Unit reference number	A/502/4154
Level	Entry 1
Credit Value	5
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually the earliest stages of the level) with the opportunity to have their achievements recognised in relation to developing their learning skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Identify their strengths and weaknesses	1.1 Recognise what they are good at 1.2 Recognise what they find difficult
2. Express preferences about their learning	2.1 Communicate what they like in relation to learning 2.2 Communicate what they dislike in relation to learning
3. Be involved in making choices in relation to their learning	3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it
4. Identify where they can access support with their learning	4.1 Show they know where and from whom they can get support with their learning
5. Be involved in producing and reviewing a person-centred learning plan	5.1 Contribute to setting and monitoring targets for their own learning

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

DLS E1 Developing learning skills: learning to learn

1.1 Recognise what they are good at

Learners might demonstrate this by:

- fully co-operating in shared activities showing the confidence and enthusiasm linked to proficiency
- vocalising or gesturing in response to direct questioning about their strengths (eg 'Are you finding this easy, Yes/No?')
- using actions, gestures or words to indicate that they find something easy while engaged in the related activity
- indicating in interactions with others, from a number of skills or activities suggested to them, which they find easy
- being supported with one-to-one interactions, volunteer something they consider themselves good at

1.2 Recognise what they find difficult

Learners might demonstrate this by:

- co-operating in shared activities but showing reluctance and hesitancy. Seeking approval for every action.
- vocalising or gesturing in response to direct questioning about their weaknesses (eg 'Are you finding this hard, Yes/No?')
- using actions, gestures or words to indicate that they find something difficult while engaging in the related activity
- indicating in interactions with others, which they find difficult out of the number of skills or activities suggested to them
- being supported with one-to-one interactions, volunteering something that they find difficult

2.1 Communicate what they like in relation to learning

Learners might demonstrate this by:

- vocalising or gesturing in response to a particular person, situation or activity to indicate "like"
- showing consistent preferences (eg 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 (eg an inside or outside activity; group or pair work; working with clay or painting)
- requesting preferred events or activities without prompting (eg by selecting an object and taking it to a member of staff)
- independently selecting preferred options

DLS E1 Developing learning skills: learning to learn

- using actions, gestures or words to indicate a more generalised learning preference (eg I like group work; I enjoy being outside; I like the music teacher)
- likes 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

2.2 Communicate what they dislike in relation to learning

Learners might demonstrate this by:

- vocalising or gesturing in response to a particular person, situation or activity to indicate dislike
- showing consistent preferences (eg 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 (eg an inside or outside activity; group or pair work; working with clay or painting)
- requesting preferred events or activities without prompting (eg by selecting an object and taking it to a member of staff)
- independently selecting options they dislike
- using actions, gestures or words to indicate a more generalised learning preference (eg I don't like money)
- 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

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

Learners might contribute to interactions about their learning by:

- using single words, signs or symbols to respond to a suggested approach (eg a suggested activity, learning group or class)
- presenting single concepts, ideas or preferences about their learning (eg 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
- using their identified likes and dislikes and aspirations to help make decisions about their learning

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DLS E1 Developing learning skills: learning to learn

4.1 Show they know where and from who they can get support with their learning

Learners might demonstrate their understanding by:

- accepting help from familiar people (eg 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 (eg learning support centre, library, personal tutor's office)
- linking sources of support to the type of support that they offer (eg IT technician for computer problem, learning support assistant for access to a particular resource)

5.1 Contribute to setting and monitoring targets for their own learning

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 (eg 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 (eg '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
- making straightforward comments about their progress in response to general questions such as 'How are you getting on?' (eg 'I have been to the workshop twice', 'I don't mind working with Joe now')

Assessment and evidence

Where a plural occurs as part of the criteria ie 3.1 and 5.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

DRS E1 Developing reading skills

Unit reference number	F/502/4320
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 reading skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show they can engage with reading materials	1.1 Demonstrate an interest in words, pictures or symbols
2. Show a response to reading	2.1 Demonstrate some understanding of what is being read
3. Show they can recognise words, pictures, objects or symbols	3.1 Recognise and match objects to symbols, letters or words

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.

DRS E1 Developing reading skills

1.1 Demonstrate an interest in words, pictures or symbols

Learners might demonstrate this by:
- choosing a book or magazine
- looking at symbols, objects or pictures, which could be in an electronic format
- expressing preferences about texts

2.1 Demonstrate some understanding of what is being read

Learners might demonstrate this by:
- responding to a text being read (eg 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
- showing anticipation about what is about to happen (eg turning the page, suggesting an outcome
- communicating about aspects of texts they have heard read to them
- understanding that different texts have different purposes (eg information in a timetable; story or entertainment in a novel)

3.1 Recognise and match objects to symbols, letters or words

Learners might demonstrate this by:
- matching similar and identical objects, symbols, signs and words. This may be undertaken using an electronic format
- re-reading some of their own commonly used symbols and marks
- recognising or reading and selecting a combination of up to five words, signs or symbols linked 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
- 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

DWS E1 Developing writing skills

Unit reference number	R/502/4323
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 writing skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show an awareness that marks, symbols, signs or words have meaning	1.1 Demonstrate that meaning can be conveyed by marks, symbols, signs or words
2. Use marks, symbols, signs or words to communicate	2.1 Communicate using marks, symbols, signs or words

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.

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DWS E1 Developing writing skills

1.1 Demonstrate that meaning can be conveyed by marks, symbols, signs or words

Learners might demonstrate this by:
- 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
- with support, writing short texts using images, signs, symbols, familiar words and letters to communicate meaning for different simple purposes

2.1 Communicate using marks, symbols, signs or words

Learners might demonstrate this by:
- 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 or 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 or 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
- 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
- writing by hand using controlled letter shapes, or by using a keyboard, forming a sequence of letters (such as their own name) correctly from memory

DWFI E1 Developing skills for the workplace: following instructions

Unit reference number	M/617/9701
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 their ability to follow the sorts of instructions they are likely to encounter in the workplace.

Learning outcomes The learner will:	Assessment criteria 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.

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

DWFI E1 Developing skills for the workplace: following instructions

1.1 Follow clearly conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace

Learners might demonstrate this by:

- being guided physically, or with repeated verbal prompts from a familiar person, to follow simple instructions (eg 'wait here', 'carry it like this' 'put it here')
- listening to, comprehending and following 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 (eg lining up, clearing dishes at mealtimes, end of the day routine)
- listening to and following simple instructions containing single steps from familiar people
- completing a straightforward task by following single step stages

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 above, there is an expectation that learners will follow more than one instruction on one or more occasions.

DWTD E1 Developing skills for the workplace: getting things done

Unit reference number	T/617/9702
Level	Entry 1
Credit Value	4
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 developing the skills needed to engage in activities common to many workplaces.

Learning outcomes The learner will:	Assessment criteria 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

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

DWTD E1 Developing skills for the workplace: getting things done

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

Learners might demonstrate this by:
- consistently communicating preferences (eg showing a preference for a particular task/activity or item of clothing)
- indicating preferences in routine activities (eg by showing dislike of particular tasks)
- making choices between two given alternatives (eg to water plants or to do weeding)
- selecting a particular partner or staff member to work with during an activity
- using single words, signs or symbols to indicate a choice from a range of given options (eg to clear tables or to wash up)
- showing that they understand that actions have consequences (eg by repeating an action which results in the same reaction)
- identifying two or more options and making a decision to do one thing rather than another

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

Learners might demonstrate this by:
- indicating or vocalising to familiar people that help is needed
- using touch, gestures or vocalise to indicate a problem or difficulty
- acknowledging that there is a problem to be solved (eg when asked if they are stuck or lost; realising that they don't know what to do next; understanding that they need some sort of solution in order to sort something out)
- recognise that a problem has occurred and seeking help from an appropriate source (eg peer, support worker, employer, website, leaflet)
- selecting and/or implementing a solution (eg by copying the actions of others; listening and responding to the suggestions of others; selecting a solution from a given range; applying a solution used when the same or very similar problem occurred previously, such as looking in lost property for a lost item)

DWTD E1 Developing skills for the workplace: getting things done

3.1 Engage in straightforward activities which require them to interact with other people

Learners might demonstrate this by:

- accepting the presence of others when participating in a shared activity (eg running a stall at a charity event, taking orders for homemade goods)
- engaging in activities with a familiar sequence (eg washing up, laying a table, clearing away and storing items)
- communicating with a familiar person using single ideas or 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 (eg chatting about the weekend's activity or asking where a package should be stored)
- following simple instructions from a supervisor
- asking for help from an appropriate source

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1, 2.1, 3.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

DWCP E1 Developing skills for the workplace: growing and caring for plants

Unit reference number	A/617/9703
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 growing and caring for plants.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Engage in activities to grow and care for plants	1.1 Take part in activities to grow and care for plants 1.2 Follow basic safety rules when growing and caring for plants

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

DWCP E1 Developing skills for the workplace: growing and caring for plants

1.1 Take part in activities to grow and care for plants

Learners might demonstrate this by:

- helping a carer or support worker in a routine activity (eg setting up a seed tray, planting onions)
- Following a simple instruction (eg collecting a tool from the shed)
- participating through a complete activity (eg digging a potato trench, laying out the tubers then covering them with soil)
- initiating involvement (eg putting tools away at the end of a task)
- independently completing a stage or task (eg sowing seeds or pricking out seedlings)
- following simple sequences to complete straightforward tasks

> The activities might include planting seeds, bulbs or vegetables or tending soft-fruit bushes or fruit trees either in the centre or outside. Activities could include growing plants for sale, creating or improving garden areas or growing plants for food, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why tasks should be carried out.

1.2 Follow basic safety rules when growing and caring for plants

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg allowing others to help them hold and use equipment safely)
- following simple instructions to act safely
- following simple routines to be safe (eg getting tools out and putting them away carefully)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg safe handling of garden equipment)
- knowing that the safety guidance is designed to protect them

> The basic safety rules are likely to relate to the use of tools, and hazards connected with particular plants, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1 and 1.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

DWHS E1 Developing skills for the workplace: health and safety

Unit reference number	F/617/9704
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 recognising the need for health and safety practices at work.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know about health and safety at work	1.1 Demonstrate an awareness of health and safety in a workplace 1.2 Demonstrate observing a health & safety rule or guideline

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

DWHS E1 Developing skills for the workplace: health and safety

1.1 Demonstrate an awareness of health and safety in a workplace

Learners might demonstrate this by:
- participating in a shared activity with support and acting safely (eg co-operating and wear gloves when gardening or an apron when cooking)
- using eye gaze, single words or gestures to indicate key health and safety signs and symbols without necessarily being able to interpret their meaning
- participating in a simple safety routine with support (eg washing hands after working, storing equipment safely)
- recalling the meaning of some health and safety signs
- independently following a simple sequence to ensure safety when working (eg when using a cleaning product by deciding where to use a product, then safely using the product, putting on PPE before starting the task)
- identifying the rules when working in their centre or in a community setting (eg knowing the evacuation procedure, knowing who to contact if a problem occurs, identifying own work area)

1.2 Demonstrate observing a health & safety rule or guideline

Learners might demonstrate this by:
- co-operating fully when encouraged to follow a health & safety rule or guideline (eg wearing PPE, staying in the work area)
- identifying a health and safety sign and following the instruction (eg wearing safety equipment)
- observing simple workplace health and safety rules (eg not running, wearing hair net)
- understanding that health and safety rules are put in place to protect people in the workplace

DWCA E1 Developing skills for the workplace: looking after and caring for animals

Unit reference number	J/617/9705
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 looking after and caring for animals.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Engage in activities to look after and care for animals	1.1 Take part in activities to help look after and care for an animal
	1.2 Follow basic safety rules when looking after and caring for an animal

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

DWCA E1 Developing skills for the workplace: looking after and caring for animals

1.1 Take part in activities to help look after and care for an animal

Learners might demonstrate this by:

- helping a carer or support worker in a routine activity (eg feeding or cleaning out an animal)
- following a simple instruction (eg filling a rabbit water bottle)
- participating in a complete activity (eg opening the hatch on a chicken shed, collecting the eggs, ensuring that the hatch is carefully latched when the eggs have been collected)
- initiating involvement (eg collecting the sawdust to clean out a guinea pig hutch)
- independently completing a stage or task (eg grooming a pony after going for a ride)
- following simple sequences to complete straightforward tasks

> The activities might include feeding, cleaning out and grooming animals, either in the centre or outside, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum, there should be an increased emphasis on understanding why tasks should be carried out.

1.2 Follow basic safety rules when looking after and caring for an animal

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg allowing others to help them hold animals or use equipment safely when working with animals)
- following simple instructions to act safely
- following simple routines to be safe (eg making sure that animals are held carefully, wearing gloves when working with animals that might scratch)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg watching animals carefully at all times)
- knowing that the safety guidance is designed to protect them

> The basic safety rules are likely to relate to taking care around animals, the safe use of any animal care equipment and hazards connected with particular animals (eg take care when picking up or stroking small animals in case they scratch or bite, avoid walking too close to larger animals such as horses, pigs, sheep and cattle), as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

DWCA E1 Developing skills for the workplace: looking after and caring for animals

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1 and 1.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

DWLA E1 Developing skills for the workplace: looking and acting the part

Unit reference number	L/617/9706
Level	Entry 1
Credit Value	2

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

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

DWLA E1 Developing skills for the workplace: looking and acting the part

1.1 Present themselves in a manner appropriate to the workplace

Learners might demonstrate this by:
- accepting the actions of others to properly present themselves for the workplace (eg by allowing a carer to carry out a personal care routine)
- indicating which clothes should be worn from a given selection
- selecting clothes worn previously for a particular workplace
- requesting a particular outfit
- attending to aspects of their own personal care (eg hair, teeth)
- understanding why a particular item of clothing is needed (eg hair net to keep hair out of face or off food)
- understanding why personal hygiene is important in some workplaces (eg to stop germs spreading)

1.2 Demonstrate appropriate timekeeping and attendance

Learners might demonstrate this by:
- co-operating with the person helping them get ready for an activity and being on time (eg for transport)
- turning up for and participating in planned activities on time (eg community based activities)
- linking an activity with a particular time of day or day of the week and demonstrating attendance
- following simple instructions designed to ensure that they turn up on time (eg wait in Reception after lunch)

EMNS E1 Early mathematics: developing number skills

Unit reference number	R/617/9707
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 with the opportunity to have their achievements recognised in relation to numbers.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Participate in activities involving numbers	1.1 Demonstrate an interest in counting whole numbers
2. Show awareness of numbers in given contexts	2.1 Recognise the use of numbers in familiar contexts

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.

EMNS E1 Early mathematics: developing number skills

1.1 Demonstrate an interest in counting whole numbers

Learners might demonstrate this by:

- joining in rote counting to 3 and indicating an awareness of 1 and 2 (eg counting people at a table)
- joining in rote counting to 5, counting reliably to 3 and recognising numerals 1, 2 and 3 (eg counting items on a table)
- joining in rote counting to 10, counting reliably to 5, such as by grouping objects into a set of 5 (eg counting people in the group)
- recognising, identifying and using numerals from 1 to 5, sometimes inconsistently (eg recognising the date or their age)
- 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, indicating 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 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
- recognising and applying +, – and = such as when working with a calculator to input numbers from 0 – 10

2.1 Recognise the use of numbers in familiar contexts

Learners might demonstrate this by:

- applying some of the counting activities listed above to familiar activities and contexts such as recognising door or bus numbers, setting out cups at break-time, reading numbers on a clock or watch, counting down days to a birthday or turn-taking.

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EMM E1 Early mathematics: measure

Unit reference number	M/502/4331
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 with the opportunity to have their achievements recognised in relation to common measures.

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

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.

EMM E1 Early mathematics: measure

1.1 Demonstrate an awareness of common measures

Learners might demonstrate this by:
- being aware of objects in a collection that are different in size
- recognising a single attribute of an object including size, length, weight (eg 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 than, less than when dealing with quantities of up to five objects
- recognising the names of 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 five to ten objects
- identifying the capacity of containers in use, using simple vocabulary (eg 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 quantity, such as more or less
- relating familiar events to the days of the week or to significant times in the day
- describing and comparing differences in size, length, height, weight, capacity and volumes between two items, where the difference is marked (eg using words, signs or symbols for terms such as large, big, small, larger, bigger, smaller, long, short, tall, longer, shorter, taller, heavy, light, heavier, lighter, full, empty, holds more than, holds less than, has more, has less)
- recognising and selecting coins up to £2.00 and notes up to £10.00

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EMP E1 Early mathematics: position

Unit reference number	K/502/4327
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 the opportunity to have their achievements recognised in relation to position.

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

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.

EMP E1 Early mathematics: position

1.1 Demonstrate an awareness of position

Learners might demonstrate this by:
- understanding object permanence (eg placing an item out of sight of the learner)
- investigating positions through activities such as lining up objects
- demonstrating how to take first or last place in a queue
- understanding simple words, signs and symbols to describe position, such as in, out, on
- understanding direction of movement (eg towards, backwards, up and down) and using some familiar signs, symbols or words to describe position (eg inside, outside, above, below, in front, behind)
- understanding and applying simple positional vocabulary and simple statements about direction of movement

EMSO E1 Early mathematics: sequencing and sorting

Unit reference number	T/502/4332
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 the opportunity to have their achievements recognised in relation to sequencing and sorting.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Have an awareness of sequencing	1.1 Recognise aspects of a sequence
2. Engage in sorting data	2.1 Demonstrate sorting data by a single criterion

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.

EMSO E1 Early mathematics: sequencing and sorting

1.1 Recognise aspects of a sequence

Learners might demonstrate this by:
- anticipating, following and joining in familiar activities when given contextual cues (eg joining in rote counting, anticipating a sequence)
- demonstrating an awareness of changes in shape, position and quantity (eg showing awareness of a change in pattern, of colour changes or of squares becoming triangles)
- demonstrating awareness of cause and effect in familiar activities (eg using a vending machine correctly results in getting the item, switching on a kettle causes water to boil, peddling a cycle causes movement)
- copying simple patterns with support
- following and repeating simple sequences of up to three steps with support (eg using a vending machine: money, choose, collect)
- creating numerically ordered lists of up to three items reliably and up to five with some inconsistencies

2.1 Demonstrate sorting data by a single criterion

Learners might demonstrate this by:
- selecting objects with support and some inconsistencies, by a single given criterion (eg colour)
- making simple equivalent sets (eg by stacking two chairs) with support and some inconsistencies
- making simple corresponding sets (eg by matching symbols to objects) with support and some inconsistencies
- grouping objects into sets (with some inconsistencies) using a single given criterion when working with up to five 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 to 5
- recognising, describing and creating lists of up to five items that are ordered numerically, alphabetically, by pattern or sequence
- sorting objects from collections of up to five, and with support to ten, 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
- estimating up to 5, and with support to 10, numbers of objects or people and checking by counting

EMSH E1 Early Mathematics: shape

Unit reference number	T/502/4329
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 with the opportunity to have their achievements recognised in relation to shape.

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

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.

EMSH E1 Early Mathematics: shape

1.1 Demonstrate an awareness of shape

Learners might demonstrate this by:

- 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
- identifying and selecting shapes to make simple models, pictures and patterns

EWEW E1 Engaging with the world of work: exploring work

Unit reference number	Y/617/9708
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages) with the opportunity to have their achievements recognised in relation to developing their knowledge of workplaces and expressing a preference for a particular workplace.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to explore places of work	1.1 Identify places where people work
2. Be able to explore job roles	2.1 Identify different job roles within a workplace

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

EWEW E1 Engaging with the world of work: exploring work

1.1 Identify places where people work

Learners might demonstrate this by:

- demonstrating an awareness of a change in their environment (eg through visits to workplaces in their own centre or in community venues)
- demonstrating an awareness of different workplaces

Visits may be undertaken in which case the following may apply:

- responding to support to access an unfamiliar workplace environment
- actively participating in a visit (eg showing interest in the event, engaging in the activity)
- focusing on tasks being undertaken at a workplace
- recognising differences in venues (eg the difference between a small shop and a large supermarket or between a café with lots of seating and a fast food outlet)
- joining in with a planned activity during a visit (eg following a health and safety instruction, engaging in a task)
- places of work could include garden centres, factories, bakeries, shops, gyms and cafes. Venues within the centre may also be used (eg reception office, catering and caretaker areas).

2.1 Identify different job roles within a workplace

Learners might demonstrate this by:

- identifying types of work at a given workplace (eg this could be simply identifying that people work both inside and outside at a garden centre)
- recognising differences in job roles at different workplaces

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EWSP E1 Engaging with the world around you: sequence and pattern

Unit reference number	D/617/9709
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the encounter level) with the opportunity to have their achievements recognised in relation to activities that have a pattern or sequence

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to experience activities where there is a sequence or pattern	1.1 Experience aspects of a sequence or pattern during repetitive activities

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

EWSP E1 Engaging with the world around you: sequence and pattern

1.1 Experience aspects of a sequence or pattern during repetitive activities

Learners might demonstrate this by:

- showing fleeting attention during familiar activities with a repetitive sequence (eg when eating, being moved or hoisted)
- showing a response in sequential activities where facilitators wait for a response (eg during action rhymes or number songs)
- responding to an object or sensory cue in relation to a sequence (eg sitting down to eat when food is seen, showing readiness for an activity when associated music is played)
- when prompted, taking turns during a shared activity (eg rolling a ball back to a partner, passing on an object)
- anticipating a sequence when dressing (eg socks then shoes)
- anticipating the pattern of events at meal times

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EWWE E1 Engaging with the world of work: work experience

Unit reference number	R/617/9710
Level	Entry 1
Credit Value	3
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 undertaking activities relating to work experience.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Engage with work experience activities	1.1 Identify an appropriate work experience placement
	1.2 Take part in a work experience activity

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

EWWE E1 Engaging with the world of work: work experience

1.1 Identify an appropriate work experience placement

Learners might demonstrate this by:
- vocalising or gesturing in response to a workplace environment to indicate like or dislike
- showing consistent preferences for a type of workplace (eg inside or outside, kitchen or office environment)
- indicating a preference in response to being offered a choice between two given work experience options (eg in their own centre or in the community)
- requesting a workplace from given options when prompted (eg selecting a placement and identifying it to a member of staff)
- speak or communicate in other ways to indicate a choice from workplace options

1.2 Take part in a work experience activity

Learners might demonstrate this by:
- accepting the support of others to participate in a workplace activity (eg taking an order while working in a café in their centre)
- engaging in a work place activity with a familiar sequence (eg washing up, planting seeds, stacking a shelf)
- requesting and carrying out a particular work related task
- following simple instructions from a supervisor to complete a task (eg moving an object to a different place, standing or sitting in a particular area)

MEP E1 Participating in a mini-enterprise project

Unit reference number	L/601/9826
Level	Entry 1
Credit Value	4
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 participating in a mini-enterprise project.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Participate in preparing for a mini-enterprise project	1.1 Take part in selecting a mini-enterprise project to be involved in 1.2 Take part in planning an identified mini-enterprise project
2. Participate in a mini-enterprise project	2.1 Engage in straightforward activities that are part of an identified mini-enterprise project

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

MEP E1 Participating in a mini-enterprise project

1.1 Take part in selecting a mini-enterprise project to be involved in

Learners might demonstrate this by:
- accepting the support of others in selecting a mini-enterprise project to be involved in
- expressing opinions as to the type of mini-enterprise project they would like to be involved in
- communicating a preference from a choice of two mini-enterprise projects (eg eye pointing to a photograph of card making, using a communication book to give a reaction to photographs of different types of mini-enterprise projects)
- independently making own choices when selecting a mini-enterprise project
- co-operating with others to select a mini-enterprise project (eg taking part in a discussion and voting on a preferred mini-enterprise project)

1.2 Take part in planning an identified mini-enterprise project

Learners might demonstrate this by:
- helping a carer or support worker to choose the types of items to be made to sell on a stall
- following simple instructions to list how many items will need to be made (eg finding out how many people are coming to an event)
- collecting the names of people who might want to have their cars washed in a car washing project
- helping to work out the costs involved in making items, and deciding the selling price
- co-operating with other people when allocating jobs to group members

2.1 Engage in straightforward activities that are part of an identified mini-enterprise project

Learners might demonstrate this by:
- helping a carer or support worker to make items to sell (eg cakes, cards, artwork)
- following a simple instruction (eg planting bulbs into pots)
- participating, with support, in a complete activity (eg selecting a pot to paint, choosing the colour and pattern for the pot, painting the pot, attaching the beads and decoration)
- independently completing a stage of a task (eg icing a cupcake)
- helping to set up or decorate a stall from which items made will be sold
- participating in selling goods made in the project (eg taking the money, putting sold items into bags, thanking the customer)

MEP E1 Participating in a mini-enterprise project

Assessment and evidence

Where a plural occurs as part of the criteria ie 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ILHS E1 Developing independent living skills: having your say

Unit reference number	Y/617/9711
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have their achievements recognised in relation to developing the sort of skills which will enable them to exert some control over their own lives.

Learning outcomes The learner will:	Assessment criteria 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

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

ILHS E1 Developing independent living skills: having your say

1.1 Take part in making choices about aspects of their own life

Learners might demonstrate this by:

- vocalising or gesturing in response to a person, object or event to indicate like or dislike
- showing consistent preferences (eg for flavours or a particular room or seat)
- indicating a preference in response to being offered a choice between two given options (eg an inside or outside activity)
- requesting events or activities without prompting (eg 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 that they might take in a given situation (share a room or have own room)
- speaking or otherwise communicating to indicate a choice from options which they have identified themselves
- demonstrating an understanding of cause and effect (ie by making a choice, they cause something to happen)

> The choices should relate as far as possible to lifestyle and should range from the very simple to the more complex (eg 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.

ILHS E1 Developing independent living skills: having your say

2.1 Take part in decision-making about how they spend their time

Learners might demonstrate this by:

- vocalising or gesturing in response to a person, object or event to indicate like or dislike
- showing consistent preferences (eg for a type of music or a particular texture)
- indicating a preference in response to being offered a choice between two given options (eg an inside or outside activity)
- requesting events or activities without prompting (eg selecting an object and taking it to a member of staff)
- using actions, gestures or single words to indicate choice between two given options (eg a trip to the shops or to the cinema)
- listening to options communicated by others
- identifying two options that they might take in a given situation (eg stay at home or go to swimming session at the leisure centre)
- speaking or otherwise communicating to indicate a choice from options which they have identified themselves (eg go with one friend to the pub rather than to a restaurant with a group of friends)

> The decisions should relate as far as possible to how the learners spend their time and should range from the very simple to the more complex (eg about learning options, using community facilities, involving others or doing something alone) according to the stage on the continuum at which the learner is working.

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ILKS E1 Developing independent living skills: keeping safe

Unit reference number	K/502/4165
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have their achievements recognised in relation to learning how to keep themselves safe.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of keeping themselves safe	1.1 Recognise ways they can keep themselves safe
2. Be able to observe safe practices	2.1 Demonstrate they can follow simple personal safety routines

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

ILKS E1 Developing independent living skills: keeping safe

1.1 Recognise ways they can keep themselves safe

Learners might demonstrate this by:

- acknowledging safety information around the home and in the community
- identifying some key safety signs or symbols
- recalling some health and safety advice or information they have been given (eg to put on a seat belt or follow a road safety procedure)
- responding to health and safety advice or guidance for example fire alarm, crossing the road, stranger danger etc.

2.1 Demonstrate they can follow simple personal safety routines

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg by agreeing to be accompanied on a trip)
- following simple instructions to act safely (eg put on seat belt, stop at the curb, now wash your hands)
- following simple routines to be safe (eg telling someone where they are going, locking the door before leaving, taking keys with them)
- following simple road safety routines (finding, pressing button, crossing when green man appears)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg not talking to strangers)
- knowing that the personal safety guidance is designed to protect them

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ILOE E1 Developing independent living skills: looking after your own environment

Unit reference number	D/617/9712
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have their achievements recognised in relation to being able to maintain a safe and healthy environment.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of keeping their own environment clean and safe	1.1 Recognise ways they can keep their own environment clean and safe
2. Be involved in keeping their own environment clean and safe	2.1 Take part in activities to keep their own environment clean and safe
	2.2 Demonstrate they can follow basic safety rules to keep their own environment safe

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

ILOE E1 Developing independent living skills: looking after your own environment

1.1 Recognise ways they can keep their own environment clean and safe

Learners might demonstrate this by:

- helping a carer or support worker in a routine activity (eg using a cloth to wipe a table, folding a sheet by holding onto its corners)
- following a simple instruction (eg to push the start button on the vacuum cleaner or turn off a light)
- participating through a complete activity (helping to sort washing, load and unload machine)
- initiating involvement (eg putting dirty dishes into a sink or dishwasher)
- independently completing a stage of a task (eg 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 their own environment clean and safe
- undertaking activities because they understand that keeping a home clean and safe helps them to be healthy and safe

> 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 continuum there should be an increased emphasis on understanding why tasks should be carried out.

2.1 Take part in activities to keep their own environment clean and safe

Learners might demonstrate this by:

- accepting the support of others to ensure a clean and safe environment (eg when using and storing appliances)
- following simple instructions to ensure safety (eg now close the lid, switch on/off, close the window)
- following a set of simple safety instructions to complete straightforward tasks (eg fill kettle and switch on, mop up wet floor, keep floor area clear)
- following accepted rules when using equipment or appliances
- following accepted rules to maintain a clean environment (eg tidying floors, cleaning surfaces, disposing of waste materials)

ILOE E1 Developing independent living skills: looking after your own environment

2.2 Demonstrate they can follow basic safety rules to keep their own environment safe

Learners might demonstrate this by:

- participating in a shared activity with support and acting safely (eg actively cooperate when cleaning)
- participating in a simple safety routine with support (eg switching off lights, equipment or appliances)
- following a simple sequence to ensure safety when using cleaning products (eg deciding where to use a product, safe use and storage of a product)
- following rules when disposing of waste (eg correct disposal of household waste and recycling)
- following basic rules when using gas, electricity and water

> The context for this unit relates to the learner's own space, home or area of their centre which have been collectively referred to as 'environment'.

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1, 2.1 and 2.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

DPS E1 Dealing with problems

Unit reference number	Y/502/4159
Level	Entry 1
Credit Value	4
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 recognising when problems arise and developing approaches to resolving problems.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show an awareness of a problem	1.1 Recognise when they have a problem
2. Be involved in dealing with a problem	2.1 Identify sources of help
	2.2 Engage when dealing with a problem

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

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DPS E1 Dealing with problems

1.1 Recognise when they have a problem

Learners might demonstrate this by:
- demonstrating an awareness of change in their environment (eg a cup is not where it usually is)
- making repeated attempts (not necessarily successfully) to do something (eg trying to reach or grasp an object)
- acknowledging that there is a problem to solve when it is pointed out to them (eg 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 (eg 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

2.1 Identify sources of help

Learners might demonstrate this by:
- accepting help from familiar people (eg teachers, peers, family members)
- recognising familiar people as sources of help
- showing that help can be provided through a variety of different means (eg people, help lines, websites, leaflets)
- finding out about and showing information about agencies and external bodies that can provide help (eg Citizens Advice, a GP, an advocacy group)
- with support, matching agencies and external bodies of key significance to themselves to the kinds of help they can provide (eg a health visitor to a new parent)

DPS E1 Dealing with problems

2.2 Engage when dealing with a problem

Learners might demonstrate this by:

- demonstrating an awareness of cause and effect in their own actions (eg by throwing an object to attract attention)
- listening and responding to suggested solutions
- being prompted to suggest solutions (not all of which may 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 (eg 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 (eg asking a warden for the spare keys is a more appropriate solution to the problem of being locked out than calling emergency services)
- identifying an appropriate solution by recalling what they did in a previous, similar situation (eg remembering what they did last time they got lost at college)

> The amount of guidance and prompting is likely to increase in proportion to the complexity of the problem that the learner is trying to solve. In many cases, the solution will be to seek help. This assessment criterion is therefore closely linked to the criterion above.

Assessment and evidence

Where a plural occurs as part of the criteria as 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ESDU E1 Engaging with self-help and independence skills: dressing or undressing

Unit reference number	H/617/9713
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working at the earliest stages within Entry 1 with the opportunity to have their achievements recognised in relation to self-help and independence skills when dressing or undressing.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be able to engage in self-help and independence skills during dressing or undressing	1.1 Engage with the process of getting dressed or undressed

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

ESDU E1 Engaging with self-help and independence skills: dressing or undressing

1.1 Engage with the process of getting dressed or undressed

Learners might demonstrate this by:

- showing an awareness of being dressed or undressed; this may be passive or resistant
- relaxing limbs when getting dressed or undressed
- co-operating by lying flat or sitting when getting dressed or undressed
- moving, stretching out or offering limbs when dressing (eg when putting on or taking off a coat or shoes)
- completing a sequence when dressing or undressing (eg removing socks, pulling up trousers)
- taking off own coat or shoes
- putting clothes on the correct part of the body

ESED E1 Engaging with self-help and independence skills: eating or drinking

Unit reference number	K/617/9714
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working at the earliest stages within Entry 1 with the opportunity to have their achievements recognised in relation to self-help and independence skills when eating or drinking.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to engage with food or drink	1.1 Show an awareness of drink or food
	1.2 Show a preference for a particular drink or food

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

ESED E1 Engaging with self-help and independence skills: eating or drinking

1.1 Show an awareness of drink or food

Learners might demonstrate this by:
- showing an awareness of drink and/or food (eg by accepting and swallowing a drink, by moving food around the mouth)
- co-operating when being supported to eat and drink (eg by opening mouth for the spoon or cup by turning to the spoon or cup)
- grasping and using a cup to drink
- using a spoon or fork to eat

1.2 Show a preference for a particular drink or food

Learners might demonstrate this by:
- demonstrating a response and having a deliberate reaction to a particular type or texture of food or flavour of drink (eg by turning head away, refusing to co-operate)
- communicating a deliberate preference for a particular type of food or flavour of drink

PFE E1 Planning and preparing food for an event

Unit reference number	M/617/9715
Level	Entry 1
Credit Value	3
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 planning and preparing food for an event.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be involved in planning food for an event	1.1 Take part in planning food for an event
2. Contribute to preparing food for an event	2.1 Take part in preparing different foods for an event
	2.2 Follow basic safety rules when preparing food for an event
3. Be involved in clearing up after preparing food	3.1 Take part in clearing up after preparing food

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

PFE E1 Planning and preparing food for an event

1.1 Take part in planning food for an event

Learners might demonstrate this by:
- helping a carer or support worker to choose the food or drink suitable for an event
- expressing opinions as to the type of food or drinks appropriate for an event
- indicating which types of food or drinks are appropriate for an event
- making own choices when selecting food or drinks appropriate to an event (eg to offer both hot and cold drinks)
- following simple instructions to list how many different types of food or drinks and quantities will be needed for an event (eg finding out how many people are coming and if they have differing dietary needs)

2.1 Take part in preparing different foods for an event

Learners might demonstrate this by:
- helping a carer or support worker to prepare a variety (at least two) of different foods
- following simple instructions to prepare at least 2 different foods (eg opening packets of crisps, putting cakes out onto serving trays)
- on at least two occasions participating, with support, in complete activities (eg opening a pizza packet and placing the pizza under the grill, removing it when cooked and slicing, cutting, toasting and buttering a teacake)
- on at least two occasions independently completing a stage of a task (eg icing a cupcake, buttering bread)
- following a simple sequence independently to prepare a food items for the event (eg choosing a sandwich to make from a selection, laying out and buttering the bread, adding the sandwich filling, making the sandwich and then cutting it into the desired number of pieces; cutting scones then adding butter and jam)

PFE E1 Planning and preparing food for an event

2.2 Follow basic safety rules when preparing food for an event

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg allowing others to help them hold and use equipment safely)
- following simple instructions to act safely
- following simple routines to be safe (eg using oven gloves when removing hot food from the oven or grill)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg safe handling of knives)
- knowing that the safety guidance is designed to protect them

> The basic safety rules are likely to relate to the use of kitchen equipment and care when using ovens, microwaves, toasters, etc.), as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

3.1 Take part in clearing up after preparing food

Learners might demonstrate this by:

- helping to clear a table after the event with support
- following instructions to wash up items
- following instructions to store used items
- following instructions to store left over food correctly
- following instructions to leave the area clean and tidy

Assessment and evidence

Where a plural occurs as part of the criteria as in 2.1 and 2.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

PDS E1 Preparing drinks and snacks

Unit reference number	T/602/0016
Level	Entry 1
Credit Value	3
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 the preparation of drinks and snacks.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be involved in preparing drinks safely	1.1 Take part in preparing different drinks
	1.2 Follow basic safety rules when preparing drinks
2. Be involved in preparing snacks safely	2.1 Take part in preparing different snacks
	2.2 Follow basic safety rules when preparing snacks

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

PDS E1 Preparing drinks and snacks

1.1 Take part in preparing different drinks

Learners might demonstrate this by:

- helping a carer or support worker to choose and prepare a variety of drinks
- following a simple instruction to prepare a drink (eg turning on a switch to start boiling a kettle, starting a blender to make a smoothie)
- participating, with support, in a complete activity (eg choosing a type of soft drink and glass, pouring a measured amount of concentrate into a glass and adding water)
- independently completing a stage of a task (eg heating hot milk for hot chocolate, peeling fruit for a smoothie)
- following a simple sequence independently to prepare a hot drink (eg choosing the drink from a selection, collecting the items required to make the drink (eg mug, kettle, coffee, milk, sugar, teaspoon), putting a suitable amount of coffee into the mug and adding hot water, milk and sugar and stirring)

1.2 Follow basic safety rules when preparing drinks

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg allowing others to help them hold and use equipment safely)
- following simple instructions to act safely
- following simple routines to be safe (eg using oven gloves when removing a hot drink from the microwave)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg safe handling of glasses and mugs)
- showing an awareness of cause and effect ie knowing that the safety guidance is designed to protect them and consistently following safety rules (eg having dry hands when using electric appliances, not overfilling a kettle, carrying drinks as instructed)

> The basic safety rules are likely to relate to the use of kitchen equipment and care when heating water and other liquids, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

PDS E1 Preparing drinks and snacks

2.1 Take part in preparing different snacks

Learners might demonstrate this by:

• helping a carer or support worker to choose and prepare a variety of snacks

• following a simple instruction (eg placing a baking potato into a microwave, pouring soup into a pan so that it can be heated)

• participating, with support, through a complete activity (eg toasting a slice of bread, cutting cheese and placing on the toasted bread, placing the bread and cheese under the grill)

• independently completing a stage of a task (eg reheating baked beans)

• following a simple sequence independently to prepare a snack (eg choosing a sandwich to make from a selection, laying out and buttering the bread, adding the sandwich filling, making the sandwich and then cutting it into the desired number of pieces)

2.2 Follow basic safety rules when preparing snacks

Learners might demonstrate this by:

• accepting the support of others to keep safe (eg allowing others to help them hold and use equipment safely)

• following simple instructions to act safely

• following simple routines to be safe (eg using oven gloves when removing a hot snack from the oven or grill)

• remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg safe handling of knives)

• showing an awareness of cause and effect, ie knowing that the safety guidance is designed to protect them and consistently following accepted safety rules (eg always washing hands before cooking, always using oven gloves, turning off appliances, handling or using utensils as directed)

> The basic safety rules are likely to relate to the use of kitchen equipment and care when using appliances such as ovens, microwaves or toasters, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1, 1.2, 2.1 and 2.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

TRE E1 Recognising time through regular events

Unit reference number	K/601/9817
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements recognised in relation to recognising time through regular events.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Recognise time through regular events	1.1 Relate familiar events to times in the day
	1.2 Relate familiar events to times in the week
	1.3 Relate familiar events to seasons in the year

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

TRE E1 Recognising time through regular events

1.1 Relate familiar events to times in the day

Learners might demonstrate this by:
- responding to the smell of food (eg smiling or licking lips as food is served at lunch)
- following simple routines associated with particular times (eg brushing hair and cleaning teeth when getting up in the morning)
- recognising that a particular activity is likely to take place (eg becoming alert when watching equipment being put out for a craft or exercise activity)
- indicating that it is time to go home (eg collecting outdoor clothes or bag without prompting), or to go to bed (eg putting on nightwear)
- requesting to take part in a particular timed activity (eg can I go to the park after lunch?)
- using a symbolised timetable to note or anticipate activities taking place during the day

1.2 Relate familiar events to times in the week

Learners might demonstrate this by:
- responding to the sound of a familiar voice (eg smiling on hearing the voice of the physiotherapist)
- using a symbolised timetable to note or anticipate the days on which particular activities take place
- identifying the day of the week according to the activity taking place (eg swimming day is Thursday, days at home are Saturday and Sunday)

1.3 Relate familiar events to seasons in the year

Learners might demonstrate this by:
- identifying particular events and linking them to a season (eg tulips in spring, blackberries in hedgerow in autumn, snow on ground in winter)
- indicating that the weather has changed so there is likely to be a change in the season (eg fans or air conditioning is turned on so it is likely to be summer, warm clothes must be worn so it is winter)
- linking holiday dates to specific seasons (eg New Year or Christmas in winter, trip to the seaside in summer)
- linking plant or animal growth to specific seasons (eg plant seeds in spring, harvest crops in autumn, baby animals appear in spring)
- reacting to the sounds of a season (eg gusts of wind and rustling leaves in autumn, carol singers in winter)

TRE E1 Recognising time through regular events

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1, 1.2 and 1.3 above. There is an expectation that learners will submit a minimum of two examples of meeting the criteria.

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DRA E1 Taking part in daily routine activities

Unit reference number	T/601/9819
Level	Entry 1
Credit Value	3
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 taking part in routine activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know own daily routine activities	1.1 Identify activities carried out every day
2. Be involved in own daily routine activities	2.1 Actively engage in own daily routine activities

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

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DRA E1 Taking part in daily routine activities

1.1 Identify activities carried out every day

Learners might demonstrate this by:
- show an expectation of a daily routine event (eg turning to the sink to wash hands after using the toilet, placing cutlery on the plate when a meal is completed so that the plate can be cleared away)
- indicating an expectation of a daily routine event (eg collecting their coat when told that it is time to go home)
- using a timetable to show which activities are done every day (eg registration, break and lunch time)

2.1 Actively engage in own daily routine activities

Learners might demonstrate this by:
- proactively storing belongings upon arrival at their centre
- helping a carer or support worker in a routine activity (eg putting together the items needed for a bath or shower)
- requesting an item linked to a routine activity (eg a coat at home time)
- following a simple instruction (eg taking the top off the toothpaste, collecting cutlery when getting ready to eat lunch)
- packing a bag in readiness for a routine activity (eg weekly swimming, a gym visit)
- independently completing a daily routine activity (eg putting on clothes in the correct order)
- remembering the skills needed when engaged in daily routine activities (eg when in the canteen, standing in a queue with due regard to the personal space of others)

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

UMF E1 Understanding what money is used for

Unit reference number	T/617/9716
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements recognised in relation to understanding what money is used for.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show awareness of money	1.1 Identify money
2. Show awareness of where money can be used	2.1 Identify uses of money
3. Engage in using money	3.1 Use money in realistic settings
Additional information about the unit	
The degree of achievement is most likely to relate to learners assessed as achieving within the **active involvement** to **application** stages on the achievement continuum.	

UMF E1 Understanding what money is used for

1.1 Identify money

Learners might demonstrate this by:

- examining, touching, handling money or coins. Indicating an understanding that the items handled are money
- indicating a coin from a choice of two dissimilar items when prompted
- selecting a coin from two dissimilar items
- selecting a coin from a range of dissimilar items
- selecting a coin from a range of dissimilar textured but similar shaped items
- selecting coins from a range of similar shaped and textured items (eg local currency from foreign currency)
- selecting both coins and notes from a range of similar shaped and textured items (eg local currency from foreign currency or monopoly money)
- sorting a range of coins by value
- sorting a range of notes by value

2.1 Identify uses of money

Learners might demonstrate this by:

- identifying situations where money is being handled.
- indicating places where money is used (eg shops, cafes, pubs, vending machines, online)
- indicating items that money is used for on a regular basis (eg drinks or snacks in the canteen or at a shop, shampoo, magazines)
- giving examples of what money is used for, ie exchange for goods and services
- stating the consequences of not having any money
- knowing they need to take money when shopping
- knowing that an electronic payment is necessary when paying for shopping or ordering food online

UMF E1 Understanding what money is used for

3.1 Use money in realistic situations

Learners might demonstrate this by:

- using money in realistic role play situations in familiar settings, use vending machines
- selecting goods or services, offering money, with varying degrees of prompts and support in line with the continuum
- selecting goods or services, producing and offering money at the appropriate place and time, securing any shopping and securing remaining money
- selecting goods or services, producing and offering an electronic payment, entering pin number at the appropriate time and securing card and shopping (eg use a debit, credit or mobile phone payment remaining aware of security)
- selecting an online service, choose the item/s to be purchased, complete the ordering process making the secure payment as prompted

Assessment and evidence

Where a plural occurs as part of the criteria ie 2.1 and 3.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

CPSA E1 Developing community participation skills: participating in sporting activities

Unit reference number	T/503/9932
Level	Entry 1
Credit Value	3
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 being able to participate in sporting activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show awareness of clothing and footwear to suit different sporting activities	1.1 Recognise appropriate clothing and footwear to suit different sporting activities
2. Participate in a range of sporting activities	2.1 Select appropriate clothing and footwear to suit different sporting activities
	2.2 Take part in different sporting activities
	2.3 Follow basic safety rules when taking part in different sporting activities
3. Use a community sports facility	3.1 Make use of a community sports facility

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

CPSA E1 Developing community participation skills: participating in sporting activities

1.1 Recognise appropriate clothing and footwear to suit different sporting activities

Learners might demonstrate this by:
- accepting the support of others to recognise appropriate clothing and footwear to suit at least two different sporting activities
- expressing opinions as to the types of clothing and footwear appropriate to different sporting activities
- showing understanding that different sporting activities may require different types of clothing and footwear (eg boots for football, loose clothing for dancing)
- indicating which clothes and footwear should be worn from a given selection
- making own choices when selecting clothes and footwear appropriate to different situations

> As the learner moves along the continuum there should be an increased emphasis on understanding why different clothing and footwear is appropriate for different sporting activities.

2.1 Select appropriate clothing and footwear to suit different sporting activities

Learners might demonstrate this by:
- accepting the support of others to select appropriate clothing and footwear to suit at least two different sporting activities
- expressing opinions as to the types of clothing and footwear appropriate for at least two different sporting activities (eg reaching out for the correct item of clothing when given a choice)
- showing understanding by selecting different clothing and footwear for specific activity (eg boots for football, a helmet for cycling, loose clothing for dancing)
- selecting which clothes and footwear should be worn for different sporting activities from a given choice
- making correct choices when selecting own clothes and footwear appropriate to different situations

> As the learner moves along the continuum there should be an increased emphasis on understanding why different clothing and footwear is appropriate for different sporting activities.

CPSA E1 Developing community participation skills: participating in sporting activities

2.2 Take part in different sporting activities

Learners might demonstrate this by:

- accepting the support of others (eg by allowing a carer to support them in a swimming activity)
- following a simple instruction (eg raising both arms high in the air as part of an exercise class)
- choosing which activities they would like to do and taking part in these activities (eg line dancing, wheelchair aerobics, swimming, football)

> The activities might include any exercise or sporting activities carried out either inside the centre or outside, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why, for reasons of health, it is important to do a range of sporting activities.

2.3 Follow basic safety rules when taking part in different sporting activities

Learners might demonstrate this by:

- accepting the support of others to keep safe (eg allowing others to help them hold and use sports equipment safely)
- following simple instructions to act safely
- following simple routines to be safe (eg getting out sports equipment and putting it away safely)
- remembering and putting into practice simple safety guidelines explained to them on a previous occasion (eg not running in the changing rooms or in areas that might be wet)
- knowing that the safety guidance is designed to protect them

> The basic safety rules are likely to relate to taking care when taking part in sporting activities, the safe use of any equipment, and hazards connected with particular sporting activities (eg being kicked in football, water hazards when swimming) as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why the rules should be followed.

CPSA E1 Developing community participation skills: participating in sporting activities

3.1 Make use of a community sports facility

Learners might demonstrate this by:

- co-operating with a carer or support worker to use a community sports facility
- indicating preferences between one given community sports facility and another
- following simple verbal instructions to make use of the facility (eg put your money in the slot to lock your locker)
- observing simple conventions to use the facility (eg waiting in a queue, closing the cubicle door before getting changed)
- choosing which activities they would like to do in the community sports facility and taking part in these activities

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1, 2.1, 2.2, 2.3, above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ILBH E1 Developing independent living skills: being healthy

Unit reference number	A/502/4168
Level	Entry 1
Credit Value	2
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have their achievements recognised in relation to being able to keep themselves as healthy as is possible.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of keeping themselves healthy	1.1 Recognise ways they can keep themselves healthy
2. Be involved in keeping themselves healthy	2.1 Take part in activities to keep themselves healthy

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

ILBH E1 Developing independent living skills: being healthy

1.1 Recognise ways they can keep themselves healthy

Learners might demonstrate this by:

- accepting the support of others to keep healthy (eg by tolerating a personal care routine)
- following simple instructions to act healthily (eg guidance from a physiotherapist)
- responding positively to healthy options
- recognising that sleep is important
- recognising that friends are important
- recognising that movement is an important part of being healthy
- making choices to be healthy (eg deciding to go to a swimming class)
- independently undertaking a simple activity intended to help keep them healthy
- following simple healthy routines (eg washing hands before eating, eating a given balanced meal)
- making decisions based on an understanding of health (eg reducing sugar intake if it is excessive)
- undertaking activities because they understand that the activities contribute to keeping them healthy

> **The activities might relate to a holistic view of physical and mental health eg personal hygiene, taking of medication, sleep, socialising, exercise or diet, as appropriate to the learner's personal circumstances**

2.1 Take part in activities to keep themselves healthy

Learners might demonstrate this by:

- accepting the support of others to keep healthy (eg by tolerating a personal care routine)
- co-operating with others to maintain health (eg during personal care routines or taking required medication, following advice from a health care professional)
- making choices to improve own diet if necessary (eg drink more water, reduce sugar intake, increase fruit or vegetable intake)
- taking part in activities designed to improve fitness or movement
- planning an activity with friends (eg visit the cinema or go shopping)

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

ILPC E1 Developing independent living skills: personal care

Unit reference number	A/617/9717
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 being able to undertake their personal care.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know the importance of personal care	1.1 Recognise items used for personal care 1.2 Recognise personal care activities
2. Be involved in personal care activities	2.1 Take part in personal care activities
Additional information about the unit	
The degree of achievement is most likely to relate to learners assessed as achieving within the **interest** to **application** stages on the achievement continuum.	

ILPC E1 Developing independent living skills: personal care

1.1 Recognise items used for personal care

Learners might demonstrate this by:
- showing an interest in personal care items (eg soap, shampoo, shower gel)
- accepting support to select appropriate personal care items on two occasions (eg soap for hand washing rather hand cream, shampoo rather than conditioner)
- actively exploring a range of items and select two personal care products
- recognising personal care items for two given activities (eg for hand washing, showering or bathing, shaving)
- independently recognising items required to complete two personal care tasks

1.2 Recognise personal care activities

Learners might demonstrate this by:
- show an interest in personal care activities by reacting to events (eg respond to hand washing, hair brushing)
- demonstrate an awareness of personal care activities (eg anticipating a stage, making a movement or reaching for an item)
- consistently co-operating with personal care activities
- anticipating familiar personal care activities
- relating an activity or an event to personal care activities (eg hand washing before cooking, brushing hair after swimming)
- Understanding that personal care activities contribute to personal health (eg clean hands help to prevent illness)

ILPC E1 Developing independent living skills: personal care

2.1 Take part in personal care activities

Learners might demonstrate this by:

- accepting the support of others during the activity (eg by allowing a carer to brush their hair or help them dress)
- helping a carer or support worker in a routine activity (eg putting together equipment to have a bath)
- following a simple instruction (eg to turn the tap on or take the lid off the toothpaste)
- choosing how they would like to keep clean (eg taking a bath or shower)
- following simple sequences to complete straightforward tasks (eg washing themselves in order from face to feet or putting clothing on correctly)
- independently completing a personal care task (eg going to the toilet unaided)
- undertaking activities because they understand that living independently means taking responsibility for keeping yourself clean.

> The activities might include washing, bathing and showering, hair, teeth and nail care, using toilet facilities and other personal care routines relating to medical or cultural requirements as appropriate to the learner's current of planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why tasks should be carried out.

Assessment and evidence

Where a plural occurs as part of the criteria as in 1.1, 1.2 and 2.1 above, there is an expectation that learners wil submit a minimum of two examples of meeting the criteria.

ILPP E1 Developing independent living skills: personal presentation

Unit reference number	F/617/9718
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 personal presentation.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show awareness that different clothing and footwear can be worn for different situations	1.1 Recognise clothing and footwear for different activities
	1.2 Recognise clothing and footwear for different weather conditions
2. Wear clothing to suit different situations	2.1 Present themselves in appropriate clothing for different activities
	2.2 Present themselves in appropriate clothing for different weather conditions

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

ILPP E1 Developing independent living skills: personal presentation

1.1 Recognise clothing and footwear for different activities

Learners might demonstrate this by:
- accepting support to identify clothing and footwear for different activities
- actively engaging in identifying different clothing and footwear for different activities
- communicating choices of clothing and footwear when given a choice of two different activities (eg going to a party or taking part in a sporting activity)
- from a given choice indicating which clothing and footwear should be worn for three different activities (eg for a country walk, going to the cinema or baking a cake)
- self-selecting own clothing and footwear appropriate for different activities (eg going shopping, for a formal interview, a visit to a leisure centre)

1.2 Recognise clothing and footwear for different weather conditions

Learners might demonstrate this by:
- accepting support to identify clothing and footwear for both wet and sunny weather conditions
- actively engaging in identifying different clothing and footwear for different weather conditions (eg a dry sunny day, a snowy wintery day)
- communicating choices of clothing and footwear when given a choice of 2 different weather conditions (eg a warmer summer's day, a windy autumn day)
- from a given choice indicating which clothing and footwear would be most suitable for 3 different seasons (eg for a walk in autumn, a trip out in summer or bike ride in spring)
- self-selecting own clothing and footwear appropriate for different weather conditions (eg going shopping in summer, going to school or college in winter, visiting friends in winter)

ILPP E1 Developing independent living skills: personal presentation

2.1 Present themselves in appropriate clothing for different activities

Learners might demonstrate this by:
- co-operating with others to dress appropriately for different activities
- consistently accepting the support of others to dress appropriately for different activities
- following simple sequences when dressing to show that they have presented themselves appropriately (eg putting on appropriate clothes and footwear in the correct order)
- communicating choices by requesting and wearing particular clothes for planned different activities (eg sporting and/or social activities)
- self-selecting and wearing own appropriate clothing for different activities (eg informal, formal and social)

2.2 Present themselves in appropriate clothing for different weather conditions

Learners might demonstrate this by:
- co-operating with others to dress appropriately for different weather conditions
- consistently accepting the support of others to dress appropriately for different weather conditions
- following simple sequences when dressing to show that they have presented themselves appropriately for the predicted or actual weather (eg putting on appropriate clothes and footwear in the correct order)
- communicating choices by requesting and wearing particular clothes for different weather conditions (eg a social activity on a hot day, a walk on a wet day)
- self-selecting and wearing own appropriate clothing for range of various different weather conditions

Assessment and evidence

Where a plural occurs as part of the criteria as in 2.1 and 2.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

> As the learner moves along the continuum, there should be an increased emphasis on understanding why different clothing and footwear is appropriate for different situations.

DSA E1 Developing self-awareness: all about me

Unit reference number	Y/502/4422
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have their achievements recognised in relation to developing self-awareness.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show awareness of themselves as an individual	1.1 Recognise what makes them individual
	1.2 Express their individuality
2. Show awareness of their relationship to others	2.1 Recognise how they relate to others

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

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DSA E1 Developing self-awareness: all about me

1.1 Recognise what makes them individual

Learners might demonstrate this by:
- focusing fleetingly on images of themselves
- showing interest in their own reflection
- responding to an image of themselves in a mirror
- reacting to their name being called
- identifying themselves in photos
- recognising and using a sign, symbol or object for self
- confirming personal details in response to straightforward questions (eg Are you David?)
- knowing their own name and some personal details (eg carer or family member's name, their base room, how they get to their centre or college, where they live)
- being aware of their defining characteristics (eg gender, age, eye and hair colour, adult not child)
- knowing what they like and dislike
- understanding their own capabilities (eg I can use a lift, I need to be accompanied when I go to town)
- identifying what they would like to do in the future
- identifying what they would like to change or develop about themselves or their situation

DSA E1 Developing self-awareness: all about me

1.2 Express their individuality

Learners might demonstrate this by:
- expressing emotions (eg pleasure, frustration) through reflex responses, in vocalisation or gesture
- vocalising or gesturing in response to a person, object or event to indicate like or dislike
- expressing consistent preferences, (eg for flavours or for particular types of activity)
- requesting events or activities using signs, symbols, objects or words with or without prompting
- using actions, gestures or words to indicate choice (eg about what to wear, what activity to do, how they want to be supported, what they want to learn)
- communicating information about themselves to others (eg I'm cold, I come to the day centre with my sister)
- asking for help to do something they wish to achieve
- explaining what is important to them (eg I want to live near my family, I want to do more things on my own, I need to have friends around me, I like to work with Sue)
- expressing hopes and aspirations (which may not be entirely realistic in their first iteration)
- setting targets for themselves (which may not be entirely realistic in their first iteration), with or without support, and sharing these with others

2.1 Recognise how they relate to others

Learners might demonstrate this by:
- accepting the presence of familiar people
- responding (possibly by reflex) to familiar people
- showing interest in significant people in their lives (eg family members, friends, support workers) either when they are present or when pictured in photos
- being aware that they belong to a family or group and identifying their place within it (eg, brother, sister, eldest, youngest)
- being aware that they belong to one or more wider communities (eg club, school, town) and how they fit into it (eg as member, leader, helper, service user)
- recognising the roles of different people in their lives (eg to teach, to provide different sorts of support, as friends)

EECR E1 Encountering experiences: creativity

Unit reference number	J/617/9719
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working at the very earliest stages of Entry 1 with the opportunity to have their responses to creative activities and situations which they have encountered recorded.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Encounter creative activities and situations	1.1 Experience creative activities and events
2. Respond to a creative activity	2.1 Give a simple response to a creative activity

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

EECR E1 Encountering experiences: creativity

1.1 Experience creative activities and events

Learners might demonstrate this by:
- being passive or resistant while a creative activity takes place (eg art or art therapy, music therapy)
- tolerating a shared creative activity
- briefly focussing during a creative activity or situation (eg during a sensory story, in response to changing images or sounds)

2.1 Give a simple response to a creative activity

Giving a response as a reaction to:
- being on stage
- a creative physical experience (eg to music or art therapy)
- a sensory story

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

NCA E1 Engaging in new creative activities

Unit reference number	A/617/9720
Level	Entry 1
Credit Value	3
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 engaging in new creative activities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be involved in recognising new creative activities they can participate in	1.1 Recognise new creative activities they can take part in
2. Engage in new creative activities	2.1 Take part in different new creative activities

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

NCA E1 Engaging in new creative activities

1.1 Recognise new creative activities they can take part in

Learners might demonstrate this by:

- responding positively to a new activity
- showing an interest in a new activity (eg a positive reaction to a musical instrument)
- exploring materials linked to a new activity (eg actively reaching for objects, engaging with clay or paint)
- communicating a wish to take part in a new activity
- making requests to participate in a new activity in a familiar setting
- making requests to join a club or group (eg a drama group or choir)

2.1 Take part in different new creative activities

Learners might demonstrate this by:

- taking part in new art activities (eg exploring different styles of painting, sculpture, mosaic making, collage, mural work, papier mâché, pottery, clay work, printing)
- taking part in new musical activities (eg singing, playing an instrument, creating music, DJ-ing)
- taking part in new dance or performance activities (eg circus skills, exploring different types of dance, mime, drama) or helping to create dramatic performance (eg lighting, sound, creating scenery or props, make-up and costume)
- taking part in new craft activities (eg découpage, knitting, crochet, scrapbooking, patchwork, textile work, card making, cross-stitch, wood or metal work, flower arranging, cake decorating)

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

LHS E1 Using local health services

Unit reference number	F/617/9721
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 being able to access local health services.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Recognise the services offered by local health services	1.1 Recognise health services available in their local area
2. Access the services offered by local health services	2.1 Show that they can access local health services appropriate to their needs

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

LHS E1 Using local health services

1.1 Recognise health services available in their local area

Learners might demonstrate this by:
- vocalise agreement when shown a range of health services in their local area (eg social sign for hospital, photographs of doctors and health centres)
- use their preferred communication method to indicate health services available in their community (eg may be indicated whilst walking past or looking at photographs)
- identify health services known to them (eg personal GP, dentist and hospital)
- match services to need (eg dentist for toothache, GP or chemist for medication)

2.1 Show that they can access local health services appropriate to their needs

Learners might demonstrate this by:
- co-operating with a carer or support worker to attend an appointment
- presenting themselves appropriately (eg 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 be healthy
- linking the provider to the service (eg dentist deals with teeth)
- following simple instructions to make an appointment at a health service provider
- following given procedures in a waiting room (eg taking a ticket, presenting themselves to a receptionist, waiting their turn)

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1, 1.2 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

CPCE E1 Developing community participation skills: caring for the environment

Unit reference number	J/617/9722
Level	Entry 1
Credit Value	3
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 caring for the environment.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Know that people can affect the environment in different ways	1.1 Identify different harmful effects that people can have on the environment
2. Engage in activities to improve their local environment	2.1 Take part in activities to improve their local environment
Additional information about the unit	
The degree of achievement is most likely to relate to the **supported participation** to **application** stages on the achievement continuum.	

CPCE E1 Developing community participation skills: caring for the environment

1.1 Identify different harmful effects that people can have on the environment

Learners might demonstrate this by:

- accepting the support of others in identifying things that people can do to harm the environment
- indicating which effects are harmful to the environment when given a range of examples
- demonstrating an awareness of cause and effect with regard to the environment (eg fumes from cars and factories result in poor air quality, which can lead to breathing difficulties for animals and damage to plants)

> As the learner moves along the continuum, there should be an increased emphasis on understanding why some of human activity can be harmful to the environment.

2.1 Take part in activities to improve their local environment

Learners might demonstrate this by:

- helping a carer or support worker in a routine activity (eg collecting litter in the centre)
- following a simple instruction (eg sorting recycling into cardboard, plastic, glass)
- participating in a complete activity (eg helping to design, mark out and paint a mural in the sensory garden)
- initiating involvement (eg putting own rubbish in the bin)
- independently completing a stage or task (eg tidying and weeding the pots at the front of the centre)
- following simple sequences to complete straightforward tasks

> The activities might include tidying or cleaning up areas, recycling waste or using creative projects to brighten an area either in the centre or outside, as appropriate to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why it is important to take care of the environment.

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1, 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

CPOA E1 Developing community participation skills: getting out and about

Unit reference number	L/617/9723
Level	Entry 1
Credit Value	5
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 developing the skills they need to make maximum use of their local community.

Learning outcomes The learner will:	Assessment criteria 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	2.1 Show that they can use local facilities
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

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

CPOA E1 Developing community participation skills: getting out and about

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

Learners might demonstrate this by:

- acknowledging the presence of others in a familiar setting (eg a learning group, a family)
- identifying others belonging to a familiar given group (eg being able to indicate some of the other people who are in their cooking class or at work experience)
- being able to identify a group within a familiar setting (eg 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 (eg a village or town as a community)
- being aware that they can use the services offered by the community (eg by going to the cinema)
- being aware that they can contribute to the community (eg by volunteering in a community project)
- making simple choices about being involved in the community
- understanding that belonging to a community brings some individual responsibilities (eg putting litter in the bin or keeping noise down when returning home late in the evening)

2.1 Show that they can use local facilities

Learners might demonstrate this by:

- co-operating with a carer or support worker to use local facilities (eg the cinema, theatre or library)
- making use of a preferred leisure facility with support
- indicating preferences and using one given leisure facility over another
- following simple verbal instructions to make use of a facility (eg 'put your card in the slot')
- observing simple conventions to use facility (eg waiting in a queue)
- taking the right equipment and clothing (either selecting it themselves or with support or by taking given items)
- understanding what the different facilities provide (eg benefits from the post office, cash from the ATM; swimming at the leisure centre, Bingo at the Bingo Hall)

CPOA E1 Developing community participation skills: getting out and about

3.1 Show that they can use local shops

Learners might demonstrate this by:
- co-operating with a carer or support worker to use shops
- expressing likes and dislikes when shopping (eg rejecting an item placed in basket by carer)
- expressing preferences when shopping (eg between one item and another)
- following simple verbal instructions to buy an item (eg 'put the bread in the basket')
- observing simple conventions relating to shopping (eg waiting in a queue)
- being able to locate chosen items in a shop, perhaps by following signs (eg those in a supermarket that indicate bakery or fresh produce)
- following simple routines (eg presenting shopping, handing over money, waiting for change)
- using a shopping list (pictorial or otherwise)
- understanding that different shops sell different things

4.1 Show that they can use local eating and drinking places

Learners might demonstrate this by:
- co-operating with a carer or support worker to visit cafés, restaurants or bars
- expressing likes and dislikes in an eating or drinking place (eg choosing a preferred drink)
- expressing preferences (eg between menu items)
- following simple verbal or signed instructions (eg to order food)
- observing simple conventions for the venue (eg waiting to be seated, paying before getting food in a takeaway)
- following simple routines (eg making an order, waiting for food, waiting for bill
- understanding that different outlets provide different food and drinks (eg pub sells alcohol, café sells tea and coffee, using different outlets)

Assessment and evidence

Where a plural occurs as part of the criteria ie 2.1, 3.1, 4.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria drawn from different local facilities, shops and eating or drinking places.

CPPE E1 Developing community participation skills: personal enrichment

Unit reference number	R/617/9724
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 being able to follow and develop their own interests.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be involved in activities of personal interest to themselves	1.1 Take part in an activity of personal interest
	1.2 Take part in an event or visit to a place of interest

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

CPPE E1 Developing community participation skills: personal enrichment

1.1 Take part in an activity of personal interest

Learners might demonstrate this by:
- accepting the support of others to ensure involvement (eg by allowing a carer to support them in preparing for prayer or collect items for a craft activity)
- expressing an opinion on the activity
- following a simple instruction (eg 'stick the picture on the page')
- choosing which activities they would like to follow (eg student council, craft or sporting activity, drama group)
- collecting information about the area of interest (eg leaflets, a map, photographs)
- observing simple conventions relating to the activity (eg following the church service or listening to the opinions of others)
- understanding that other people may not wish to participate in their hobby or area of interest.

1.2 Take part in an event or visit to a place of interest

Learners might demonstrate this by:
- accepting the support of others to prepare for a visit to a place of interest or participate in a special event
- expressing an opinion about the suggested visit or event
- following a simple instruction to prepare for and then take part in an event
- choosing which events to take part in
- co-operating with a group whilst planning and undertaking a trip or event
- understanding why the visit or event is taking place (eg to raise money, meet new people, gather information, have fun)
- understanding that taking part in a visit or event may mean taking on a responsibility (eg looking after their own belongings on the bus)

EEPT E1 Encountering experiences: being a part of things

Unit reference number	Y/617/9725
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working at the very earliest stage of Entry 1 with the opportunity to have their responses to encountered situations and activities, recorded

Learning outcomes The learner will:	Assessment criteria 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

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

EEPT E1 Encountering experiences: being a part of things

1.1 Experience activities and situations

Learners might demonstrate this by:
- being passive or resistant while an activity takes place
- participating in activities when fully prompted

2.1 Give reflex responses to external stimuli

Giving reflex responses as a reaction to:
- a physical experience (eg 'too hot' to a drink)
- an emotional experience (eg laughing when they are happy)

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EWCE E1 Engaging with the world around you: centre and community based events

Unit reference number	D/617/9726
Level	Entry 1
Credit Value	4
Unit aim	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to and involvement in events recorded.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Interact with events in their centre	1.1 Engage with events in their centre
2. Be able to identify community based activities or events to be involved in	2.1 Identify events or activities in the wider community they would like to be part of
3. Be able to contribute to a community event or activity	3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

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

EWCE E1 Engaging with the world around you: centre and community based events

1.1 Engage with events in their centre

Learners might demonstrate this by:

- showing that they are aware that some sort of change is taking place (eg furniture in a room is being moved to make space for a movement class or different activity)
- briefly focusing on events taking place around them (eg in a music session, watching equipment being set up)
- showing interest in what is happening (eg tracking movements, showing signs of excitement or anxiety)
- demonstrating response and deliberate reaction to an event (eg banging a tray to indicate willingness to participate in an activity)
- supported participation in events and recognition of familiar events (eg being supported to get ready for an off-site trip, indicating that they know that means wearing a coat)
- remembering learned responses to events (eg repeating an action, sound or word in response to a familiar event, such as a mealtime)
- anticipating known events which follow a regular sequence (eg by waiting for someone to come through the door when they are seen going past the window)

2.1 Identify events or activities in the wider community they would like to be part of

Learners might demonstrate this by:

- indicating preferences when made aware of community events or activities eg by using vocalisation, eye gaze or pointing, gestures or personal method of communication)
- indicating a preference for events or activities in the local community (eg by using vocalisation, eye gaze or pointing, gestures or personal method of communication)
- using words, signs or gestures to indicate a preference for contributing to local community events or activities (eg responding positively, showing excitement or agreement)
- proactively communicating a consistent preference for engaging in particular events or activities

EWCE E1 Engaging with the world around you: centre and community based events

3.1 Show they have been an active citizen by contributing to an event or activity in the wider community

Learners might demonstrate this by:

- accepting the support of others when selecting an activity in the wider community to be involved in (eg a community-based charity event, plant sale, book sale, plastic pick-up, bulb planting, community choir)
- expressing opinions as to the nature of their involvement (eg showing interest in collecting books to be sold, growing plants for a sale, moving furniture at a venue)
- accepting the support of and co-operating with others when contributing to an activity in the wider community
- following simple prompts to state what needs to be done for a particular activity (eg items needed for a plant or cake sale)
- following simple instructions to carry out tasks (eg set up tables for a plant sale, put up posters for an event, collect items to be sold at a charity event)
- participating in activities when fully prompted

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EWDP E1 Engaging with the world around you: developing a profile

Unit reference number	H/617/9727
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 with the opportunity to have their involvement and engagement with the development of Sensory and/or Person Centred profiles recognised.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Be involved in activities to develop a profile	1.1 Engage in activities to develop a profile
	1.2 Communicate personal preferences

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

EWDP E1 Engaging with the world around you: developing a profile

> Learners may demonstrate that the criteria have been met through the development of a sensory profile and/or a Person Centred Plan.

1.1 Engage in activities to develop profile

Learners might demonstrate this by:
- being passive or resistant while a sensory activity takes place
- responding to sensory experiences (eg bright light, a darkened room, touch of soft fabric, water mist, bubble tube, distinctive smells, different food textures and/or tastes, noisy crowded places, music, or sound beam)
- participating in sensory activities when fully prompted
- focusing (albeit fleetingly) on sensory equipment or activities
- responding consistently to sensory experiences
- with support, engaging in Person Centred Planning (PCP) activities
- co-operating with and engaging in the Person Centred Planning process

1.2 Communicate personal preferences

Learners might demonstrate this by:
- using own preferred method of communication to indicate personal information or preferences in relation to the profiling process (eg this may be responding to a preferred sensory activity or as part of a PCP).

The focus of the PCP is most likely to record the:
- aspirations, feelings, views and capacities of the learner
- learner's goals and support needed to achieve their goals
- development of self-advocacy or learner 'voice'

> Care must be taken to ensure that the type of personal information given is appropriate to the audience and to the learner's current or planned circumstances.

EWSS E1 Engaging with the world around you: sensory story

Unit reference number	K/617/9728
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually the earliest levels) with the opportunity to have their achievements recognised in relation to developing their literacy skills.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Engage with a story	1.1 Recognise that a story telling event is happening
	1.2 Engage with a story telling experience

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

EWSS E1 Engaging with the world around you: sensory story

1.1 Recognise that a story telling event is happening

Learners might demonstrate this by:

- showing interest in a storytelling activity (eg during a sensory story)
- co-operating with the storytelling experience (eg transferring attention to the story teller, becoming calm)
- using senses to register interesting events around them (eg listening to changing sounds, watching moving item, touching soft or hard material)
- proactively responding to sounds and/or items from the story (eg sensory or phonic sounds or items from a story bag)

1.2 Engage with a story telling experience

Learners might demonstrate this by:

- locating moving stimuli (eg sniff a scent as it passes by them, track a bright item)
- turning to objects and sounds that are activated during the story
- engaging with the experience by co-operating with the process
- actively reaching for items
- showing consistent responses to a repeated story experience

EWOB E1 Engaging with the world around you: objects

Unit reference number	M/617/9729
Level	Entry 1
Credit Value	4
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 responses to and engagement with objects recorded.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Interact with objects	1.1 Engage with objects
2. Be able to identify objects	2.1 Recognise objects relating to a particular activity
3. Be able to use objects	3.1 Show which objects they can use

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

EWOB E1 Engaging with the world around you: objects

1.1 Engage with objects

Learners might demonstrate this by:
- briefly focusing on objects
- showing an interest in an object (eg by watching while someone else uses it)
- supported exploration of objects (eg by touching, shaking or dropping)
- demonstrating a response and deliberate reaction to objects (eg by clapping when a tambourine is shaken)
- expressing a preference for one object over another
- active exploration of objects over an extended period (eg picking up a book, turning the pages, focusing on the pictures)

2.1 Recognise objects relating to a particular activity

Learners might demonstrate this by:
- briefly focusing on objects when asked to identify objects relating to a specific activity (eg eye pointing or gesturing towards an object relating to cooking, shopping, music, reading)
- showing an interest in objects relating to an activity (eg handling money or shopping bags, musical instruments, sports equipment)
- active identification of objects relating to an activity over an extended period (eg picking up a book, turning the pages, focusing on the pictures or symbols, identifying money, getting bags ready, getting coat and shoes)
- expressing a preference for one object over another in relation to a given activity

3.1 Show which objects they can use

Learners might demonstrate this by:
- engaging with use of objects during a specific activity (eg when cooking, shopping, taking part in physical activity)
- with support demonstrating use of objects (eg using a musical instrument, using cooking equipment or utensils, handing over money when shopping)
- demonstrating a response and deliberate use of objects relating to an activity (eg shaking a tambourine, brushing teeth having selected a toothbrush and toothpaste)

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1, 2.1 and 3.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EWPF E1 Engaging with the world around you: people and friendships

Unit reference number	H/617/9730
Level	Entry 1
Credit Value	4
Unit aim	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to people and developing friendships recorded.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Interact with people	1.1 Engage with people
2. Develop friendships	2.1 Communicate who they would like to spend time with
3. Take part in an activity with a friend	3.1 Engage in an activity with a friend

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

EWPF E1 Engaging with the world around you: people and friendships

1.1 Engage with people

Learners might demonstrate this by:
- showing that they are aware that there are other people present (eg through a reflex response to the noise that others are making)
- briefly focusing on a person (eg when a tutor is talking directly to them)
- taking interest in the people around them (eg by tracking them as they move around the room)
- demonstrating response and deliberate reaction to people (eg smiling at a person they like)
- indicating their wish to communicate (eg by attempting to vocalise or gesture)
- initiating communication and indicating that a response is expected (eg making a request by vocalising or gesturing and waiting for an answer)

2.1 Communicate who they would like to spend time with

Learners might demonstrate this by:
- indicating a preference for spending time with a particular person (eg by using vocalisation, gestures, eye pointing or personal method of communication)
- using words, signs or gestures to indicate a preference for spending time with a particular person (eg responding positively and cooperating with a familiar person)
- consistently showing a preference for working with a particular person/s
- proactively communicating a consistent preference for spending time with a particular person
- greeting, responding to and indicating a preference for spending time with a friend

3.1 Engage in an activity with a friend

Learners might demonstrate this by:
- showing awareness of another person and of the activity (eg by focusing attention albeit fleetingly, responding to the activity)
- showing an interest in an activity and responding positively to another person (actively responding to a familiar person and activity)
- accepting support or co-operating with a friend during an event (eg when taking part in sport or activity, playing a game, attending a celebration)
- consistently co-operating with a friend during an event (eg being proactive, joining in during the activity, reaching for items, responding to the other person)

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1 above, there is an expectation that learners will submit evidence of engaging with a minimum of two different people.

EWTE E1 Engaging with the world around you: technology

Unit reference number	K/617/9732
Level	Entry 1
Credit Value	4
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 responses to and engagement with technology recorded.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Interact with technology	1.1 Engage with technology
	1.2 Use technology to increase their understanding of how they can control their environment
	1.3 Show which technology they can use

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

EWTE E1 Engaging with the world around you: technology

1.1 Engage with technology

Learners might demonstrate this by:
- briefly focusing on a technological object (eg bubbles in a bubble tube, patterns in a lava lamp, air from a fan, feedback from sound beam)
- showing an interest in a technologically generated experience or technological object (eg engaging with sound beam or similar, watching with interest while someone else uses switches to operate a fan or a food blender)
- demonstrating a response and deliberate reaction to technological objects (eg smiling when feet are placed into a foot spa, closing eyes when a ceiling spotlight is turned on, following a noise from a music player or digital device)
- supported exploration of technological objects (eg by touching fibre optic curtains, activating a tablet device, using switches to operate fans, blenders, toasters)
- expressing a preference for one technological object over another

1.2 Use technology to increase their understanding of how they can control their environment

Learners might demonstrate this by:
- engaging with use of switches/pull cords, sensor technology etc.
- participating in using technology linked to their own environment (eg a fan, music device, tablet device, sensory equipment, communication aids)
- active exploration of technological objects over an extended period
- demonstrating preferences for maintaining the environment created by a device (eg for music or light source to continue, moving a wheelchair to a different location)

1.3 Show which technology they can use

Learners might demonstrate this by:
- engaging with use of switches or pull cords, touch screens or pads, sensors to activate devices
- demonstrating use of technology (eg activating a foot spa, sound beam, communication aid, wheelchair, microwave, etc.)

EWNE E1 Engaging with the world around you: the natural environment

Unit reference number	M/617/9732
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 experiences involving the natural environment.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Encounter features relating to the natural environment	1.1 Experience features relating to the natural environment
2. Respond to activities in the natural environment	2.1 React to activities involving the natural environment

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

EWNE E1 Engaging with the world around you: the natural environment

1.1 Experience features relating to the natural environment

Learners might demonstrate this by:
- being passive or resistant while encountering an activity relating to air, water, plants or animals (eg responding to a water mist, a fan, the touch of leaves, the texture of soil, a pet or therapy animal in close proximity
- focusing on objects relating to the natural environment (eg wind blowing through leaves or trees, a plant, a box of dry leaves, flowing water, hard ground, mud)
- with support, engaging with items when fully prompted (eg filling pots with soil, planting seedlings, watering plants, snapping twigs, stroking a pet or therapy animal)
- being proactive in response to items (eg actively putting hands into water, reaching out to touch leaves, feeling moving air from a fan, putting soil in a pot or tub, touching plants or trees, stroking a pet or therapy animal)

> For the purposes of this unit features of a natural environment refers to activities corresponding to outdoor learning, horticulture or being close to pets or therapy animals.

2.1 React to activities involving the natural environment

Learners might demonstrate this by:
- giving reflex responses as a reaction (eg to the physical experience of touching soil when planting, when testing the temperature of water, when giving an emotional response to being outdoors)
- paying attention albeit fleetingly to an activity (eg when walking in woodland, caring for plants, being out in the rain)
- with support, taking part in environmental activities (eg gardening, feeding birds, maintaining an outdoor community space
- being proactive during an environmental activity

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1 and 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

EWTH E1 Engaging with the world around you: therapies

Unit reference number	F/503/9934
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 responses to therapies recorded.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Interact with therapies	1.1 Engage with therapies

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

EWTH E1 Engaging with the world around you: therapies

1.1 Engage with therapies

Learners might demonstrate this by:

- being passive or resistant while a therapeutic activity is taking place (eg hydrotherapy, aromatherapy, physiotherapy, occupational therapy, speech therapy)
- participating in therapeutic activities with or without prompting
- demonstrating a response and deliberate reaction to different therapies or parts of a therapeutic activity
- expressing a preference for one therapy over another or one part of the therapeutic activity over another using single words, signs, symbols or reaction

Assessment and evidence

Where a plural occurs as part of the criteria ie as in 1.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

GOP E1 Getting on with other people

Unit reference number	L/502/4160
Level	Entry 1
Credit Value	4
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 developing the skills needed to work with or alongside other people.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Interact with others	1.1 Demonstrate an awareness of others
	1.2 Communicate with others
2. Be involved 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 two or more people
	2.4 Take account of other group members

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

GOP E1 Getting on with other people

1.1 Demonstrate an awareness of others

Learners might demonstrate this by:
- demonstrating an awareness of the presence of others
- tracking the actions or movements of others
- showing a response to others, being present, albeit inconsistently
- focusing attention on the person speaking
- giving 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
- listening and responding to a small range of familiar people with different relationships to the learner (eg peers, family members, carers, support workers, tutors)

1.2 Communicate with others

Learners might demonstrate this by:
- vocalising or gesturing, albeit inconsistently, to express feelings towards a person (eg with a smile or by turning away)
- showing a response to communication from others, albeit inconsistently
- using single words, signs and symbols in communication 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
- using vocabulary to convey meaning which goes beyond words of purely personal significance

2.1 Follow instructions from others

Learners might demonstrate this by:
- 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
- completing a straightforward task by following single step stages

GOP E1 Getting on with other people

2.2 Accept, ask for or offer help

Learners might demonstrate this by:
- allowing a familiar person to guide them physically (eg 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 (eg holding a door open for another learner when asked to do so by staff)
- offering help without prompting (eg picking up something dropped by another learner and returning it to them)

2.3 Engage in an activity involving two or more people

Learners might demonstrate this by:
- 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 to a larger group goal (eg doing the artwork for a poster to advertise an event)
- asking and answering simple questions of peers or member of staff (eg 'what do I do next?')
- following simple instructions from a group leader

> All of these actions must take place in the context of a group activity and contribute towards the achievement of a shared goal.

2.4 Take account of other group members

Learners might demonstrate this by:
- sharing personal space with others
- focusing, albeit fleetingly, 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
- responding to the contributions of other group members (eg by agreeing or disagreeing on a proposed activity

GOP E1 Getting on with other people

Assessment and evidence

Where a plural occurs as part of the criteria ie 2.1 above, there is an expectation that learners will submit evidence of following at minimum of two instructions from others.

RAQ E1 Making requests and asking questions in familiar situations

Unit reference number	A/602/0003
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 making requests and asking questions in familiar situations.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Make requests in familiar situations	1.1 Make requests using own preferred method of communication
2. Ask questions in familiar situations	2.1 Ask questions using own preferred method of communication

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

RAQ E1 Making requests and asking questions in familiar situations

1.1 Make requests using own preferred method of communication

Learners might demonstrate this by:

- using an object of reference to indicate a need (eg holding out a hairbrush to indicate a desire to have hair brushed)
- using signing to indicate a need (eg asking to go to the bathroom)
- using symbols to indicate a choice of activity (eg touching the computer symbol to indicate a desire to watch a programme)
- using verbal communication to request something (eg a drink or type of food)

> In the earlier stages of the continuum, learners will be making requests to familiar people. In the later stages, they will begin to make requests to people that they do not know so well, or to people they may be meeting for the first time.

2.1 Ask questions using own preferred method of communication

Learners might demonstrate this by:

- using a symbolised communication book to ask a question (eg 'what drink would you like?')
- using signing to ask a question (eg 'what is your name?')
- using verbal communication to ask simple questions (eg 'what are we going to do now?')

> In the earlier stages of the continuum, learners will be asking questions of familiar people. In the later stages, they will begin to ask questions of those they do not know well, or those they may be meeting for the first time.

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 and 2.1 above, there is an expectation that learners will submit evidence of making a minimum of two requests and asking a minimum of two questions.

PPI E1 Providing personal information

Unit reference number	F/602/0004
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 providing personal information.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Provide personal information	1.1 Communicate personal information using own preferred method of communication

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

PPI E1 Providing personal information

1.1 Communicate personal information using own preferred method of communication

Learners might demonstrate this by:

- using own symbols, signs or a communication aid, with support, to give personal information (eg pressing a switch to give name and age, stating a preference or presenting information cards on request)
- using a touch screen or concept keyboard to provide personal information
- using enabling technology (eg speech synthesiser or voice recognition software) to give personal information
- working with a facilitator to input personal information into a document in the form of words, symbols or pictures (eg when completing a personal profile)
- using a telephone to provide personal information (eg when booking a place at an event, or reserving a table in a restaurant)
- working with a facilitator to send emails or texts (eg giving information about likes and dislikes)
- taking part in conversations and discussions during which personal information is given (eg talking about interests and hobbies)

> Care must be taken to ensure that the type of personal information given is appropriate to the audience and to the learner's current or planned circumstances. As the learner moves along the continuum there should be an increased emphasis on understanding why this is important.

RAR E1 Rights and responsibilities: everybody matters

Unit reference number	K/502/4439
Level	Entry 1
Credit Value	3
Unit aim	This unit aims to provide learners working within Entry 1 (although not usually at the earlier stages of the level) with the opportunity to have their achievements recognised in relation to recognising their own rights and responsibilities.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Show awareness that they have rights as individuals	1.1 Identify some of their basic rights as an individual
2. Show awareness that they have responsibilities as an individual	2.1 Take some responsibility for themselves
	2.2 Identify some responsibilities that they have towards others

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

RAR E1 Rights and responsibilities: everybody matters

1.1 Identify some of their basic rights as an individual

Learners might demonstrate this by:

- 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 and dislikes or opinions using reflex responses, vocalising, gesture, signs, symbols or words (eg in relation to their learning, their support, aspects of their lifestyle)
- making choices and decisions, with appropriate degrees of support, on 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 vocalising, gesture, signs, symbols or words (eg rejecting a particular food being offered to them, asking for a different keyboard, stating that they do not want to be accompanied when looking round a shop)
- making requests (eg to be moved to a different room, to work with a particular support worker, to go on a work placement)
- 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.

RAR E1 Rights and responsibilities: everybody matters

2.1 Take some responsibility for themselves

Learners might demonstrate this by:
- 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 (eg 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 fulfil an intention
- carrying out actions, with support as appropriate, to control aspects of their environment (eg using a switch to alter the volume of a CD player, closing a window that's causing a draught)
- making choices and decisions, with support as appropriate, in order to have control over key aspects of their lives (eg suggesting targets for their person centered learning plan, opting for one form of support over another)

2.2 Identify some responsibilities that they have towards others

Learners might demonstrate this by:
- accepting help or support
- identify some responsibilities that they have towards others in their centre (eg listening when others are speaking, following a safety instruction, taking turns during an activity)
- waiting for a support worker to finish with another learner before trying to attract their attention
- identifying some responsibilities that they have towards others in the wider community (eg waiting in a queue, following social and safety signs)
- ensuring their actions do not cause deliberate harm or distress to others

Assessment and evidence

Where a plural occurs as part of the criteria ie 1.1 and 2.2 above, there is an expectation that learners will submit evidence of identifying a minimum of two rights and two responsibilities.

CGP E1 Travel within the community: going places

Unit reference number	T/617/9733
Level	Entry 1
Credit Value	3
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 developing the skills they need to travel within their local community.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Recognise different ways of travelling around their local community	1.1 Recognise different methods of available transport in their local community
2. Travel within their own community	2.1 Make journeys within their local community

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

CGP E1 Travel within the community: going places

1.1 Recognise different methods of available transport in their local community

Learners might demonstrate this by:
- vocalising agreement when shown the range of local transport available to them
- using their preferred communication method to indicate methods of local transport available in their community
- identifying methods of transport that could be used to travel to local shops (eg service bus, centre minibus, community transport service, train)
- identifying preferred option to travel to a local leisure facility (eg walking, car or taxi, minibus, service bus)
- indicating all options available to them when travelling from home to their centre (eg walking, bus, taxi centre transport)
- understanding that options other than the one they use may be available but that an additional cost may be incurred

2.1 Make journeys within their local community

Learners might demonstrate this by:
- co-operating with a carer or support worker to make a journey on at least two occasions (this might be within a small familiar setting, eg from one part of the centre to another)
- requesting a journey on two occasions
- when making routine journeys identifying different small stages of the journey during the journey (eg knowing to turn right into the leisure centre, after being guided to that point)
- making routine, short journeys in a sheltered setting (eg within the centre or college)
- following simple routines under supervision (eg waiting at a bus stop, getting on the right bus, getting off at the right point or finding a crossing, pressing button, walking when green man appears)
- with guidance, selecting the most appropriate form of transport from given options

Assessment and evidence

Where a plural occurs as part of the criteria ie 2.1 above, there is an expectation that learners will submit a minimum of two examples of meeting the criteria.

CPT E1 Using a community facility over a period of time

Unit reference number	J/601/9808
Level	Entry 1
Credit Value	3
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 a community facility over a period of time.

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Participate in selecting a community facility	1.1 Take part in selecting a community facility to use
2. Participate in using a community facility over a period of time	2.1 Take part in using a community facility over a period of time

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

CPT E1 Using a community facility over a period of time

1.1 Take part in selecting a community facility to use

Learners might demonstrate this by:
- accepting the support of others in selecting an appropriate community facility to use
- expressing opinions about the type of community facility that they would like to use
- communicating a preference from a choice of two community facilities (eg eye pointing to a photograph of the cinema, using a communication book to give a reaction to photographs of community facilities)
- independently making own choices when selecting a community facility to use
- co-operating with others to select a community facility (eg taking part in a discussion and voting on a preferred facility to use)

2.1 Take part in using a community facility over a period of time

Learners might demonstrate this by:
- co-operating with a carer or support worker to use a community facility over a period of time
- indicating preferences between one given community facility and another
- following simple verbal instructions to make use of the facility (eg 'use your card to log books out of the library' or 'give your card to the librarian so that they can swipe your books out')
- observing simple conventions to use the facility (eg waiting in a leisure centre queue each week, closing the cubicle door before getting changed)
- choosing which activities they would like to take part in at the community facility and taking part in these activities (eg visiting a shopping centre each week or meeting friends for coffee, using the post office or ATM once a week to withdraw money or put money into a savings account, walking the dog twice a day in the local park)

> Evidence must show that the facility is used regularly over a period of weeks or months.

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 1
Evidence transcript documents

Entry 1 Qualifications in Personal Progress
CGP E1 Travel within the community: going places

Evidence transcript document [to be attached to the candidate's certificate]

Credit value: 3

Candidate name:	Centre name:
ASDAN candidate number:	**ASDAN centre number:**

Details of candidate's achievement

AC 1.1 Recognise different methods of available transport in their local community
Assessor statement:

Achievement continuum stage:	

AC 2.1 Make journeys within their local community
Assessor statement:

Achievement continuum stage:	

Tutor/Assessor signature: **Date:**

Important

It is the centre's responsibility to ensure that this evidence transcript is attached to the relevant certificate. Qualifications in Personal Progress certificates are not valid unless the corresponding evidence transcript is attached.

 ASDAN

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Appendix 1
Evidence transcript documents

Entry 1 Qualifications in Personal Progress
CGP E1 Travel within the community: going places

Assessment criteria checklist [for centre assessment purposes ONLY]

AC	Portfolio page ref	IM (tick)	IM Feedback (including any action points that need to be addressed)	Action points deadline	Action points completed
1.1					
2.1					

Internal Moderator signature: **First IM Date:**

Internal Moderator signature: **Completion Date:**

ASDAN EQA signature: **Date:**

(The External Quality Assurer will sign here if the work of this candidate forms part of the sample identified by ASDAN for external moderation)

ASDAN

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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.

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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