

NOCN PERSONAL PROGRESS QUALIFICATIONS ENTRY 1 (QCF)

Guidance for Providers

November 2009

CONTENTS

Background.....	3
The range of achievement within Entry 1 of the QCF	3
Entry 1 Units (as at September 2009).....	4
Relating the units to the achievement continuum (and vice versa).....	5
Using the achievement continuum to report achievement	6
The unit transcript	6
How will the transcript be used?.....	6
How should the transcript be completed?	7
Evidencing achievement of the assessment criteria.....	7
Validating the transcript.....	7
Making progress within Entry 1.....	7
Using the units to build qualifications	8
Appendix A.....	9
Entry 1 Achievement Continuum (in detail).....	9
Appendix B.....	12
Entry 1 Sample Unit Transcript	12
Appendix C.....	14
Additional Guidance on the Use of the Achievement Continuum.....	14
Titles for Entry 1 Common Units (and Credit Values)	15
Suggested Points on Achievement Continuum for Units from Personal Progression Qualifications	16

This guidance is based on original guidance developed in collaboration with QCDA during the development stage of the common units.

Background

These Entry 1 units - and accompanying rules of combination for qualifications - have been developed to allow the recognition within the Qualifications and Credit Framework (QCF) of achievement beneath the Entry level of the National Qualifications Framework (NQF). There is widespread support for a set of units that can be offered by any awarding organisation with Entry 1 provision as a replacement for the current non accredited awards and curriculum frameworks that current operate at this level. This will give learners the opportunity to gain nationally accredited qualifications.

Much thought has been given as to how to recognise achievement at this level within the QCF without creating additional sub levels. There is widespread agreement that the best way to convey this information is through a transcript that describes the individual's achievements in relation to the learning outcomes for a unit.

The range of achievement within Entry 1 of the QCF

Entry 1 in the QCF encompasses "pre-entry" and what is currently known as "Entry 1" in the NQF. This will encourage learners from this level to progress to Entry 2 and 3 and beyond, as appropriate.

The new Entry 1 spans a very wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences. This is reflected in the use of a 10-stage achievement continuum.

The 10 stages – summary description

Encounter:	Characterised by presence and reflex responses
Early awareness:	Characterised by fleeting attention and inconsistent responses
Interest:	Characterised by more consistent and differentiated reactions
Supported participation:	Characterised by co-operation and engagement
Active involvement:	Characterised by recognition, anticipation and proactive responses
Development:	Characterised by remembered responses and intentional communication
Exploration:	Characterised by concentration, recall and observation
Initiation:	Characterised by established responses and conventional communication
Consolidation:	Characterised by the formation of skills, knowledge, concepts and understandings
Application:	Characterised by the application of skills, knowledge, concepts and understandings

Entry 1 Units (as at September 2009)

Unit Title	Credit value	NDAQ unit reference
Developing Communication Skills	3	F/502/4317
Developing Reading Skills	3	F/502/4320
Developing Writing Skills	3	R/502/4323
Developing ICT Skills	4	Y/502/4324
Early Mathematics: Developing Number Skills	2	D/502/4325
Early Mathematics: Position	2	K/502/4327
Early Mathematics: Shape	2	T/502/4329
Early Mathematics: Measure	2	M/502/4331
Early Mathematics: Sequencing And Sorting	3	T/502/4332
Developing Independent Living Skills: Having Your Say	3	H/502/4164
Developing Independent Living Skills: Keeping Safe	2	K/502/4165
Developing Independent Living Skills: Looking After Your Own Home	2	M/502/4166
Developing Independent Living Skills: Being Healthy	2	A/502/4168
Developing Skills For The Workplace: Getting Things Done	4	J/502/4450
Developing Skills For The Workplace: Following Instructions	2	R/502/4449
Developing Skills For The Workplace: Health And Safety	2	L/502/4451
Developing Skills For The Workplace: Looking And Acting The Part	2	R/502/4452
Developing Community Participation Skills: Getting Out And About	5	F/502/4169
Travel Within The Community - Going Places	3	A/502/4171
Using Local Health Services.	2	F/502/4172
Developing Learning Skills: Learning To Learn	5	A/502/4154
Dealing With Problems	4	Y/502/4159
Getting On With Other People	4	L/502/4160
Developing Self Awareness: All About Me	3	Y/502/4422
Rights And Responsibilities: Everybody Matters	3	K/502/4430
Encountering Experiences: Being Part Of Things	3	R/502/4161
Engaging With The World Around You: People	3	R/502/4175
Engaging With The World Around You: Events	3	T/502/4203
Engaging With The World Around You: Objects	3	F/502/4205
Understanding What Money Is Used For	3	D/600/0438

Relating the units to the achievement continuum (and vice versa)

In line with QCF requirements, each Entry 1 unit in this suite is specified in terms of learning outcomes and assessment criteria (see example below).

Fig 1 Extract of an Entry 1 unit

Title: <i>Developing communication skills</i>	
Level : Entry 1	
Credit value 3	
Unit aim: This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication skills.	
Learning Outcomes	Assessment Criteria
<i>The learner will</i>	<i>The learner can</i>
1. Listen and respond to other people	1.1 Show understanding in his/her response to what they have heard
2. Speak (or use other means) to communicate with other people	2.1 Use words, signs, phrases, objects or symbols to communicate
3. Engage in discussion with other people	3.1 Share ideas or preferences with others

The unit aim indicates that learners working at different stages of Entry 1 could have their achievement recognised. Each unit will be accompanied by guidance to give the provider some idea of the range of ways in which the learners working at different stages on the continuum could meet the assessment criteria. Fig 2 provides an example of this guidance for assessment criterion 1.1 from Fig 1 above.

Fig 2 Guidance section

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.1 Show understanding in his/her response to what they have heard	<ul style="list-style-type: none"> • 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 <p>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.</p>

Using the achievement continuum to report achievement

Assessments of this group of Entry 1 units must make use of the Entry 1 achievement continuum. Providers will be required to record judgments on the Entry 1 learner transcript and indicate the stage on the continuum at which the learner has achieved the learning outcomes (see Appendix A for achievement continuum).

The provider should establish a starting point on the continuum before the learners begins a programme of learning relating to an Entry 1 unit. The expectation is that learners will progress at least one stage along the achievement continuum before the provider seeks certification for them.

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

The unit transcript

Awarding organisations will require providers to complete a transcript for each unit achieved by the learner as part of the quality assurance process. The transcript will:

- be completed by the learner's assessor
- set out the standard achieved by the learner in relation to each assessment criterion
- include a short description of the learner's achievement
- describe the context in which the learning has taken place for units entitled "Engaging in the World Around Us"
- note the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion. A learner might achieve assessment criteria at different levels within one unit
- be attached to the unit certificate.

How will the transcript be used?

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

Providers may wish to share it with:

- An employer (or prospective employer)** to provide a snapshot of a learner's skill levels
- Parents or carers** as the basis for a discussion on the learner's progress, achievements or future needs
- Teaching staff** in a new provider or from a different programme to establish the learner's existing skill-set and hence starting point for any new course
- Support staff** to demonstrate what the learner is capable of doing independently and where they might need support.

How should the transcript be completed?

The completion of the transcript is the responsibility of a named assessor within the centre. A wide variety of staff might contribute to the statements included in the transcript but a single assessor is responsible for completing the final electronic document and attesting to its accuracy in describing the learner's achievement.

There will be a number of fields to complete. However, in all cases, it is the responsibility of the assessor to complete the sections under each assessment criterion heading.

Evidencing achievement of the assessment criteria

Under each assessment criterion, the assessor should provide a brief description of the learner's achievements in relation to that criterion. As much as possible, the description should use the terminology of the achievement continuum to reflect what the learner has achieved and to what degree. The description should be concise and not usually more than three or four sentences long. It is a summative statement of what has been achieved at the point at which certification for the unit is being sought.

Beneath this description, the assessor should indicate the stage on the achievement continuum which best fits the learner's achievements in relation to that assessment criterion.

Along with the transcript learners should be encouraged to collect and collate other evidence of their achievement in what ever format is most appropriate, e.g. photographs, descriptions, transcriptions of activities and other corroborative or supporting information that will serve as a prompt and reminder to the learner about what they have done and achieved.

Validating the transcript

The awarding organisation accrediting the unit will operate a quality assurance procedure to validate the centre's quality assurance processes. It is the responsibility of the internal verifier or assessor within the centre to ensure that transcripts are completed appropriately. An external verifier may ask to see a sample of the completed transcripts to ensure that the correct processes are being followed (see appendix C for a completed sample transcript).

Making progress within Entry 1

Clearly learners can broaden their skills, knowledge and understanding by accumulating units at Entry 1. However, learners will also be deepening or extending their learning, in other words progressing vertically within Entry 1. In order to demonstrate this progress, learners may use the same unit more than once. They should be doing this if the provider believes that the learner is likely to have moved at least one stage along the achievement continuum in relation to most of the assessment criteria. Alternatively there will be cases where a learner repeats a unit in a different context at the same stage on the continuum. This is particularly relevant to the three units entitled "Engaging with the world around you" and the unit entitled "Encountering experiences". Due to the profound and complex nature of their learning difficulties many learners operating at this level are unlikely to progress beyond the early stages of the achievement continuum. For these learners, progress takes the form of broadening the contexts in which they are able to encounter or engage with people, places or objects. In instances where learners repeat a unit providers will need to complete a new transcript to evidence that new learning has taken place. However, each unit will only be certificated once.

Using the units to build qualifications

Although learners may achieve individual units, they can also accumulate the credit they gain for each unit to build towards a qualification. Qualifications that include the 30 units listed above will have the same titles and the same rules of combination.

The qualifications composed solely of these units will be titled as follows:

Qualification title	Credits required
NOCN Entry Level Award in Personal Progress (Entry 1) (QCF)	8
NOCN Entry Level Certificate in Personal Progress (Entry 1) (QCF)	14
NOCN Entry Level Diploma in Personal Progress (Entry 1) (QCF)	37

The rules of combination for each of these qualifications allow learners to combine any of these Entry 1 units to reach the total minimum credit value of the qualification.

Appendix A

Entry 1 Achievement Continuum (in detail)

10 developmental stages	Stage Characteristics	Stage descriptor
1. Encounter	Characterised by presence and reflex responses	<p>Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant.</p> <p>Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.</p>
2. Early Awareness	Characterised by fleeting attention and inconsistent responses	<p>Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person.</p> <p>Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.</p>
3. Interest	Characterised by more consistent and differentiated reactions	<p>Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.</p> <p>Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.</p>
4. Supported Participation	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.
5. Active Involvement	Characterised by recognition, anticipation and proactive responses	<p>Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people.</p> <p>Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.</p>

10 developmental stages	Stage Characteristics	Stage descriptor
6. Development	Characterised by remembered responses and intentional communication	<p>Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.</p> <p>Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.</p>
7. Exploration	Characterised by concentration, recall and observation	<p>Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.</p> <p>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.</p>
8. Initiation	Characterised by established responses and conventional communication	<p>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.</p> <p>Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.</p>
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings	<p>Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results.</p> <p>Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.</p>

10 developmental stages	Stage Characteristics	Stage descriptor
10. Application	Characterised by the formation of skills, knowledge, concepts and understandings	<p>Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages.</p> <p>They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities.</p> <p>Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems.</p> <p>Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.</p>

Appendix B

Entry 1 Sample Unit Transcript

(To be used with units that are assessed through the achievement continuum)

Learner's Name: Sasha Pelham

QCF ULN:

QCF Title and Ref No: Developing Reading Skills F/502/4320

Credit Value: 3

Date:

DETAILS OF LEARNER'S ACHIEVEMENT

LO 1 Show some interest in reading
AC 1.1 Demonstrate an interest in texts
<p>Assessor Statement: Sasha has recently begun to intentionally seek out information and cookery books, remembering where they are kept within class. He demonstrates a marked preference for information books with photographs rather than illustrated fiction. He has spontaneously walked to the book shelves and flicked through the titles until he found the one that he wanted. He will repeatedly seek out those titles, and will remember those that he likes over a period of time. He will handle the book correctly and clearly maintain eye contact when looking at the photographs. He has started to reach for staffs' hands and points them towards areas of interest he will then independently attempt to say what he sees, intentionally communicating with staff.</p> <p>Achievement Continuum Stage: Development</p>

LO 2 Show some response to reading
AC 2.1 Demonstrate some understanding of what is being read
<p>Assessor Statement: Sasha can comment upon what he sees in a book, leaflet, magazine etc, using gesture, speech or PECS. When asked he will point to objects, images and characters and will make a reasonable approximation naming characters. When looking at a favourite book he has started to reach for staffs' hands and points them towards areas of interest he will then independently attempt to say what he sees, intentionally communicating with staff, thus showing that he has remembered the requirements set up by staff in previous reading tasks. He will use PECS to intentionally comment upon what he sees, distinguishing between a wide range of symbols. He can actively discriminate between words and symbols, matching symbols to words in a range of contexts.</p> <p>Achievement Continuum Stage: Development</p>

LO 3 Recognise objects and symbols
AC 3.1 Match objects to symbols, letters or words
Assessor Statement: Sasha is proactive in matching objects to objects, symbols to symbols, symbols to photographs and symbols to words e.g. personalised timetable, as soon as he knows what activity he is going to do. He is able to remember the requirements over a range of contexts, demonstrates improved concentration and is able to work with minimal support.
Achievement Continuum Stage: Active Involvement

Assessor Signature:

Date:

Verified/Moderated by:

Date:

(Signature of External Moderator/Verifier)

Appendix C

Additional Guidance on the Use of the Achievement Continuum

The following is guidance and examples of activities for demonstration achievement of criteria using the continuum.

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. It includes guidance on which stages of the continuum are most appropriate to individual units. The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are not expected to undertake all these activities in order to meet the assessment criteria.

Tutors and assessors are expected to use their professional judgement in devising learning and assessment opportunities that address the needs of individual learners; devising a varied curriculum that is both challenging and relevant to them. The assessment criteria are designed to indicate key learning but should not be interpreted as the full extent of learning experience which should be more holistic and integrated in its approach and content.

Titles for Entry 1 Common Units (and Credit Values)

1. Developing communication skills (3)
2. Developing reading skills (3)
3. Developing writing skills (3)
4. Developing ICT skills (4)
5. Early mathematics: developing number skills (2)
6. Early mathematics: position (2)
7. Early mathematics: shape (2)
8. Early mathematics: measure (2)
9. Early mathematics: sequencing and sorting (3)
10. Developing independent living skills: having your say (3)
11. Developing independent living skills: keeping safe (2)
12. Developing independent living skills: looking after your own home (2)
13. Developing independent living skills: being healthy (2)
14. Developing skills for the workplace: getting things done (4)
15. Developing skills for the workplace: following instructions (2)
16. Developing skills for the workplace: health and safety (2)
17. Developing skills for the workplace: looking and acting the part (2)
18. Developing community participation skills: getting out and about (5)
19. Travel within the community: going places (3)
20. Using local health services (2)
21. Developing learning skills: learning to learn (5)
22. Dealing with problems (4)
23. Getting on with other people (4)
24. Developing self awareness: all about me (3)
25. Rights and responsibilities: everybody matters (3)
26. Encountering experiences: being a part of things (3)
27. Engaging with the world around you: people (3)
28. Engaging with the world around you: events (3)
29. Engaging with the world around you: objects (3)
30. Understanding what money is used for (3)

Suggested Points on Achievement Continuum for Units from Personal Progression Qualifications

Unit Title	Encounter	Early Awareness	Interest	Support Participation	Active Involve	Development	Exploration	Initiation	Consolidation	Application
Developing Communication Skills						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Reading Skills						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Writing Skills						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing ICT Skills						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Early Mathematics: Developing Number Skills						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Mathematics: Position						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Early Mathematics: Shape						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Mathematics: Measure						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Mathematics: Sequencing And Sorting						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Independent Living Skills: Having Your Say			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Independent Living Skills: Keeping Safe				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Independent Living Skills: Looking After Your Own Home				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Independent Living Skills: Being Healthy			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Skills For The Workplace: Getting Things Done				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Skills For The Workplace: Following Instructions				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Unit Title	Encounter	Early Awareness	Interest	Support Participation	Active Involve	Development	Exploration	Initiation	Consolidation	Application
Developing Skills For The Workplace: Health And Safety				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Skills For The Workplace: Looking And Acting The Part				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Community Participation Skills: Getting Out And About				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Travel Within The Community: Going Places				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Using Local Health Services				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Learning Skills: Learning To Learn				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Dealing With Problems			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Getting On With Other People		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Developing Self Awareness: All About Me		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Rights And Responsibilities: Everybody Matters					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Encountering Experiences: Being A Part Of Things	<input checked="" type="checkbox"/>									
Engaging With The World Around You: People		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Engaging With The World Around You: Events		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Engaging With The World Around You: Objects		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Understanding What Money is Used For						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Title:	Developing Communication Skills	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Development to Application	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Listen and respond to other people	1.1 Show understanding in his/her response to what they have heard	
2. Speak (or use other means) to communicate with other people	2.1 Use words, signs, phrases, objects or symbols to communicate	
3. Engage in discussion with other people	3.1 Share ideas or preferences with others	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Show understanding in his/her response to what they have heard	<ul style="list-style-type: none"> • 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 <p>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.</p>	
2.1 Use words, signs, phrases, objects or symbols to communicate	<ul style="list-style-type: none"> • 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 <p>In the earlier stages of the continuum, learners will be communicating with familiar people. In the later stages, they will begin to communicate to those they do not know well or even to those that they are meeting for the first time.</p>	

<p>3.1 Share ideas or preferences with others</p>	<ul style="list-style-type: none">• using single words, signs or symbols• presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols• taking part in one-to-one and group discussions• taking part in conversations and role-play• pro-actively contributing to a range of oral interactions on a simple idea or subject <p>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.</p>
---------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Developing Reading Skills	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Development to Application	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Show some interest in reading	1.1 Demonstrate an interest in texts	
2. Show some response to reading	2.1 Demonstrate some understanding of what is being read.	
3. Recognise objects and symbols	3.1 Match objects to symbols, letters or words	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Demonstrate an interest in texts	<ul style="list-style-type: none"> • Handling books • Choosing a book or magazine • Looking at symbols, objects or pictures while listening to someone read • Expressing preferences about texts 	
2.1 Demonstrate some understanding of what is being read	Learners might demonstrate their understanding by: <ul style="list-style-type: none"> • Listening to a text being read and responding (e.g. by laughing at something they find funny) • Communicating about people, characters, events or images from texts with which they are familiar (these might be image rather than word-based texts) • Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning • Understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page • Communicating about aspects of texts they have heard read • Understanding that different texts have different purposes (e.g. information in a timetable; story/entertainment in a novel) 	
3.1 Match objects to symbols, letters or words	<ul style="list-style-type: none"> • Matching similar and identical objects, symbols, signs and words • Re-reading some of their own commonly-used symbols and marks • Recognising or reading and selecting a combination of up to 5 words, signs or symbols linked to their 	

	<p>personal vocabulary</p> <ul style="list-style-type: none">• 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
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Developing Writing Skills	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Development to Application	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be aware that marks, symbols, signs or words have meaning	1.1 Recognise that meaning can be conveyed by marks, symbols, signs or words.	
2. Be able to use marks, symbols, signs or words to communicate	2.1 Communicate using marks, symbols, signs or words.	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Demonstrate an understanding that meaning can be conveyed by marks, symbols, signs or words	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Making marks or symbols in their preferred mode of communication • Selecting appropriate symbols, objects or signs to convey meaning • With support, tracing, overwriting and copying under/over a model, making horizontal, vertical and circular lines to make symbols or signs • Understanding the difference between letters, words, signs and symbols • Tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols 	

	<p>related to their name</p> <ul style="list-style-type: none">• With some inconsistencies writing from left to right and from top to bottom• Forming some letters correctly and group them, leaving spaces in between them• make a shopping list using symbols• make a mark on art or craft work to identify ownership• write 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 names 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
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Developing ICT Skills	
Level:	Entry 1	
Credit value	4	
Continuum Stages	Development to Application	
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	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Effect change in their own environment, using ICT	<ul style="list-style-type: none"> • 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 	
2.1 Gain information through ICT	<ul style="list-style-type: none"> • Showing an awareness of ICT-generated audio or visual stimuli • Demonstrating a response (which may be reflex) to auditory/visual stimuli • Showing awareness of images, sounds and animations • Demonstrating preferences for certain sounds and images • Anticipating certain animations or sounds in familiar sequences • Tracking movements on a screen • Using a touch screen • Using a concept keyboard 	

	<ul style="list-style-type: none"> • Recognising and using on-screen symbols and images • Working with a facilitator to retrieve previously stored information (e.g. a person-centred learning plan) • Working with a facilitator to access information relevant to the individual on the internet (e.g. TV listings or football club homepage) or from a CD-ROM • Receiving e-mails and/or texts
3.1 Communicate using ICT	<ul style="list-style-type: none"> • Showing an awareness of ICT-generated audio or visual stimuli e.g. images, sounds or animations • Demonstrating a response (which may be reflex) to auditory/visual stimuli • Demonstrating preferences for certain sounds and images • Anticipating certain animations or sounds in familiar sequences • Tracking movements on a screen • Using a touch screen • Using a concept keyboard • Recognising and using on-screen symbols and images • Using enabling technology (e.g. speech synthesiser or voice recognition software) • Confirming a choice by pressing an option button (e.g. 'Cash' at an ATM) • Inputting a PIN number (possibly read out to them or by copying from a written version) • Working with a facilitator to input information into a document in the form of words, symbols or pictures • Working with a facilitator to send e-mails and/or texts

Title:	Early Mathematics: Developing Number Skills	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Development to Consolidation.	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Participate in activities involving numbers	1.1 Engage in activities relating to counting in whole numbers	
2. Be aware of numbers in given contexts	1.2 Recognise the use of numbers in familiar contexts	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Engage in activities relating to counting in whole numbers	<ul style="list-style-type: none"> • Showing an interest in counting and other number activities • Joining in rote counting to 3 and indicating an awareness of 1 and 2 • Joining in rote counting to 5, counting reliably to 3 and recognising numerals 1, 2 and 3 • Joining in rote counting to 10, counting reliably to 5, such as by grouping objects into a set of 5 • Recognising, identifying and using numerals from 1 to 5, sometimes inconsistently • Adding and subtracting single-digit numbers reliably to 3 and with support to 5 • Using ordinal numbers of first and second when describing position • Recognising the symbols =, + and – and understanding how they are applied, with some inconsistency • Continuing rote counting onwards from a given small number • Counting reliably up to 5 and with some inconsistencies to 10 objects • Comparing two given numbers of objects to 5, saying which is more and which is less • Recognising, knowing the value of, using and writing numerals from 0 to 10 with some inconsistencies • Relating numbers to collections of objects reliably to 5 and with support to 10 	

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Applying some of the counting activities listed above to familiar activities and contexts such as setting out cups at break-time, counting down days to a birthday or turn-taking.

Title:	Early Mathematics: Position	
Level:	Entry 1	
Credit value	2	
Continuum Stage	Development to Application.	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Have an awareness of position	1.1 Demonstrate an awareness of position	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Demonstrate an awareness of position	<ul style="list-style-type: none"> • understanding object permanence • investigating positions through activities such as lining up objects • understanding simple words, signs and symbols to describe position such as in, out, on • understanding direction of movement, e.g. towards, backwards, up and down and use some familiar signs, symbols or words to describe position such as inside, outside, above, below, front, back • understanding and applying simple positional vocabulary and simple statements about direction of movement 	

Title:	Early Mathematics: Shape	
Level:	Entry 1	
Credit value	2	
Continuum Stage	Development to Consolidation	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Have an awareness of shape	1.1 Demonstrate an awareness of shape	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Demonstrate an awareness of shape	<ul style="list-style-type: none"> • 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 	

Title:	Early Mathematics: Measure	
Level:	Entry 1	
Credit value	2	
Continuum Stage	Development to Consolidation.	
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	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Demonstrate an awareness of common measures	<ul style="list-style-type: none"> • Showing an interest in the size of objects in a collection • Recognising a single attribute of an object including size, length, weight (e.g. picking out a big plate or a short pencil from a selection on request) • Understanding simple vocabulary including big, small, long, short • With support, making direct statements about size, length, weight and capacity of objects • Understanding the concept of more and fewer when dealing with quantities of up to 5 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 5 to 10 objects • Identifying the capacity of containers in use, using simple vocabulary (e.g. full and empty, some in, some gone) • Understanding the difference in 2-D and 3-D 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 • Recognising coins up to 20p and notes up to £10.00 • Relating familiar events to the days of the week or to significant times in the day • Describing and comparing differences in size, 	

	<p>lengths, heights, weights, capacities and volumes between two items, where the difference is marked (e.g. 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)</p> <ul style="list-style-type: none">• Recognising and selecting coins up to £2.00 and notes up to £10.00
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Early Mathematics: Sequencing And Sorting	
Level:	Entry 1	
Credit value	3	
Continuum Stage	Development to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Be aware of sequence	1.1 Recognise aspects of a sequence	
2. Be able to sort data	2.1 Engage in sorting data by a single criterion	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise aspects of a sequence	<ul style="list-style-type: none"> • Anticipating, following and joining in familiar activities when given contextual cues • Demonstrating an awareness of changes in shape, position and quantity • Demonstrating awareness of cause and effect in familiar activities • With support, copying simple patterns • With support, following and repeating simple sequences of up to 3 steps • Creating numerically ordered lists of up to 3 items reliably and up to 5 with some inconsistencies 	
1.2 Engage in sorting data by a single criterion	<ul style="list-style-type: none"> • Selecting objects with support and some inconsistencies, by a single given criterion (e.g. colour) • Making simple equivalent sets (e.g. by stacking two chairs) with support and some inconsistencies • Making simple corresponding sets (e.g. by matching symbols to objects) with support and some inconsistencies • Grouping objects into sets, using a single given criterion with some inconsistencies when working with up to 5 objects • Identifying objects and materials by a single given criterion when the difference is marked • Identifying the odd one out in a familiar collection using a single given criterion • Solving given problems involving numbers up to 3 and with support to 5 • Recognising, describing and creating lists of up to 	

	<p>5 items that are ordered numerically, alphabetically, by pattern or sequence</p> <ul style="list-style-type: none">• Sorting objects from collections of up to 5 and with support to 10, by a single criterion• Using simple representations or diagrams such as a number line for counting numbers up to 10• Solving given problems involving numbers up to 5 and with support to 10• Estimating up to 5 and with support to 10 numbers of objects and people and checking by counting
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Developing Independent Living Skills: Having Your Say	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Interest to Application	
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	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Take part in making choices about aspects of their own life	<ul style="list-style-type: none"> • Vocalising or gesturing in response to a person, object or event to indicate like or dislike • Showing consistent preferences (e.g. for flavours or a particular room or seat) • Demonstrating an understanding of cause and effect (i.e. by making a choice, they cause something to happen) • Indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity) • Requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff) • Using actions, gestures or single words to indicate choice between two given options • Listening to options communicated by others • Identifying two options that they might take in a given situation (share a room/have own room) • Speak or otherwise communicate to indicate a choice from options which they have identified themselves <p>The choices should relate as far as possible to lifestyle and should range from the very simple to the more complex (e.g. about where to live, who to live with, how much support they need, how to spend their money) according to the stage on the continuum at which the learner is working.</p>	

<p>2.1 Take part in decision-making about how they spend their time</p>	<ul style="list-style-type: none"> • Vocalising or gesturing in response to a person, object or event to indicate like or dislike • Showing consistent preferences (e.g. for a type of music or a particular texture) • Indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity) • Requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff) • Using actions, gestures or single words to indicate choice between two given options (e.g. a trip to the shops or to the cinema) • Listening to options communicated by others • Identifying two options that they might take in a given situation (e.g. 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 (e.g. go with one friend to the pub rather than to a restaurant with a group of friends) <p>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 (e.g. 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.</p>
-------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Developing Independent Living Skills: Keeping Safe	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Supported Participation To Application.	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Know that it is important to keep themselves safe	1.1 Recognise key factors in keeping themselves safe	
2. Be able to observe safe practices	2.1 Follow simple personal safety routines	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise key factors in keeping themselves safe	<ul style="list-style-type: none"> • List possible dangers to self, e.g. getting lost, getting hurt • Where dangers might occur e.g. at night, on the road, in the kitchen • Indicate things that can contribute to personal safety • Locking doors • Not letting strangers into their home • Road safety • Fire awareness • Indicate classes of people or places to go to for help e.g. police, doctors, shop assistants 	
2.1 Follow simple personal safety routines	<ul style="list-style-type: none"> • Accepting the support of others to keep safe (e.g. by agreeing to be accompanied on a trip) • Following simple instructions to act safely • Following simple routines to be safe (e.g. telling someone where they are going, locking the door before leaving, taking keys with them) • Following simple road safety routines (finding, pressing button, crossing when green man appears) • Remembering and putting into practice simple safety guidelines explained to them on a previous occasion (e.g. not talking to strangers) • Knowing that the personal safety guidance is designed to protect them 	

Title:	Developing Independent Living Skills: Looking After Your Own Home	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Supported Participation to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Be involved in keeping their home healthy and safe	1.1 Take part in domestic activities to ensure that their home is healthy and safe 1.2 Follow basic safety rules to ensure that their home is safe.	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Take part in domestic activities to ensure that their home is healthy and safe	<ul style="list-style-type: none"> • Helping a carer or support worker in a routine activity (e.g. folding a sheet by holding onto its corners) • Following a simple instruction (e.g. to push the start button on the vacuum cleaner) • Participating through a complete activity (helping to sort washing, load and unload machine) • Initiating involvement (e.g. putting dirty dishes into a dishwasher) • Independently completing a stage of a task (e.g. sorting coloured from white washing) • Following simple sequences to complete straightforward tasks • Undertaking activities because they understand that living independently means taking responsibility for keeping a home clean and safe • Undertaking activities because they understand that keeping a home clean and safe helps <i>them</i> to be healthy and safe <p>The activities might include cleaning and tidying, washing and drying clothes, washing up, using a vacuum cleaner or other domestic appliance, storing food, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why tasks should be carried out.</p>	
1.2 Follow basic safety rules to ensure that their home is safe	<ul style="list-style-type: none"> • Accepting the support of others to act safely (e.g. by letting a member of staff dry their hands before they touch an electrical appliance) 	

	<ul style="list-style-type: none">• Following a one-step instruction to act safely (e.g. 'now close the lid')• Following direct prompts to act safely (e.g. turning off a tap after use when a member of staff says 'tap')• Following a set of safety instructions with two steps• Independently undertaking a one-step safety activity (e.g. lock door before going to bed)• Following simple routines (e.g. on leaving house, switch off lights, lock door and check that it is locked)• Observing rules because they understand that the safety rules are there to protect them from danger <p>The basic safety rules are likely to relate to the use of electricity, gas and water, household and cooking equipment and to the locking of doors and windows, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why the rules should be followed.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Developing Independent Living Skills: Being Healthy	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Interest to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Be involved in keeping themselves healthy	1.1 Take part in activities that contribute to keeping themselves healthy.	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
4.1 Take part in activities that contribute to keeping themselves healthy	<ul style="list-style-type: none"> • Accepting the support of others to keep healthy (e.g. by tolerating a personal care routine) • Following simple instructions to act healthily (e.g. guidance from a physiotherapist) • Making choices to be healthy (e.g. deciding to go to a swimming class) • Independently undertaking a simple activity intended to help keep them healthy • Following simple healthy routines (e.g. washing hands before eating, eating a given balanced meal) • Making decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive) • Undertaking activities because they understand that the activities contribute to keeping them healthy <p>The activities might relate to personal hygiene, taking of medication, exercise or diet, as appropriate to the learner's personal circumstances.</p>	

Title:	Developing Skills for the Workplace: Getting Things Done	
Level:	Entry 1	
Credit value	4	
Continuum Stages	Supported Participation to Application.	
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 him/her to interact with other people	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Take part in activities which require simple decisions to be made	<ul style="list-style-type: none"> • indicating preferences in routine activities (e.g. by showing dislike of particular tasks) • showing that they understand that actions have consequences (e.g. by repeating an action which results in the same reaction) • making choices between two given alternatives • selecting a particular partner or staff member to work with • using single words, signs or symbols to indicate a choice from a range of given options • 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	<ul style="list-style-type: none"> • acknowledging that there is a problem to be solved (e.g. when asked if they are stuck or lost; realising that they don't know what to do next; understanding that they need some sort of solution in order to sort something out) • accepting or seeking help from an appropriate source (e.g. peer, support worker, employer, website, leaflet) • selecting and/or implementing a solution (e.g. by copying the actions of others; listening and responding to the suggestions of others; selecting a solution from a given range; applying a solution used when the same or very similar problem occurred previously, such as looking in lost 	

	property for a lost item)
3.1 Engage in straightforward activities which require him/her to interact with other people	<ul style="list-style-type: none"> • Accepting the presence of others • 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 (e.g. chat 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

Title:	Developing Skills For The Workplace: Following Instructions	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Supported Participation to Application	
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	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace	<ul style="list-style-type: none"> • 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 	

Title:	Developing Skills For The Workplace: Health And Safety	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Supported Participation to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Know about healthy and safety at work	1.1 Recognise key features of health and safety in the workplace	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise key features of health and safety in the workplace	<ul style="list-style-type: none"> • acknowledging a familiar safety sign when it is pointed out and explained to them • identifying some key safety signs and symbols without necessarily being able to interpret their meaning • recalling the meaning of some health and safety signs and observing them • observing simple workplace health and safety rules (e.g. not running, wearing hair net) • understanding that health and safety rules are put in place to protect people in the workplace 	

Title:	Developing Skills For The Workplace: Looking And Acting The Part	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Supported Participation to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Take some responsibility for him/herself in a way that is consistent with workplace expectations	1.1 Present him/herself in a manner appropriate to the work-place 1.2 Demonstrate appropriate time-keeping and attendance	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Present him/herself in a manner appropriate to the work-place	<ul style="list-style-type: none"> • accepting the actions of others to properly present themselves for the workplace (e.g. by allowing a carer to carry out a personal care routine) • indicating which clothes should be worn from a given choice • selecting clothes worn previously for a particular workplace • requesting a particular outfit • attending to aspects of their own personal care (e.g. hair, teeth) • understanding why a particular item of clothing is needed (e.g. hair net to keep hair out of face/off food) • understanding why it is important to be clean in some workplaces (e.g. to stop germs spreading) 	
1.2 Demonstrate appropriate time-keeping and attendance	<ul style="list-style-type: none"> • co-operating with the person helping them get ready for an activity • turning up for and participating in planned activities • linking an activity with a particular time of day or day of the week • following simple instructions designed to ensure that they turn up on time (e.g. wait in Reception after lunch) 	

Title:	Developing Community Participation Skills: Getting Out And About	
Level:	Entry 1	
Credit value	5	
Continuum Stages	Supported Participation to Application	
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 and services	2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services	
3. Use local shops	3.1 Show that they can use local shops	
4. Use local eating and drinking places	4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise aspects of their relationship as an individual to the community/ies to which they belong	<ul style="list-style-type: none"> • Acknowledging the presence of others in a familiar setting (e.g. a learning group, a family) • Identifying others belonging to a familiar given group (e.g. being able to indicate some of the other learners who are in their cooking class) • Being able to identify a group within a familiar setting (e.g. a school as a community) • Acknowledging that there are other people beyond their familiar settings and that they – and the learner - can all belong to a bigger group based on locality (e.g. a village or town as a community) • Being aware that they can use the services offered by the community (e.g. by going to the cinema) • Being aware that they can contribute to the community (e.g. by volunteering in a community project) • Making simple choices about being involved in the community • Understanding that belonging to a community brings some individual responsibilities (e.g. putting litter in the bin or keeping noise down when returning home late in the evening) 	

<p>2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services</p>	<ul style="list-style-type: none"> • Co-operating with a carer or support worker to use a facility • Expressing an opinion on a leisure service (verbally or through gesture) • Indicating preferences between one given leisure service and another • Following simple verbal instructions to make use of a service (e.g. 'put your card in the slot') • Observing simple conventions to use services (e.g. waiting in a queue) • Taking the right equipment and clothing (either selecting it themselves or with support or by taking given items) • Understanding what the different services provide (e.g. benefits from the post office, cash from the ATM; swimming at the leisure centre, Bingo at the Bingo Hall)
<p>3.1 Show that they can use local shops</p>	<ul style="list-style-type: none"> • Co-operating with a carer or support worker to use a shop • Expressing likes and dislikes in a shop (e.g. rejecting an item placed in basket by carer) • Expressing preferences (e.g. between one item and another) • Following simple verbal instructions to buy an item (e.g. 'put the bread in the basket') • Observing simple conventions relating to shopping (e.g. waiting in a queue) • Being able to locate chosen items in a shop, perhaps by following signs (e.g. those in a supermarket that indicate bakery or fresh produce) • Following simple routines (e.g. presenting shopping, handing over money, waiting for change) • Using a shopping list (pictorial or otherwise) • Understanding that different shops sell different things
<p>4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs</p>	<ul style="list-style-type: none"> • Co-operating with a carer or support worker to visit a café, restaurant or bar • Expressing likes and dislikes in an eating or drinking place (e.g. rejecting a given drink) • Expressing preferences (e.g. between menu items) • Following simple verbal or signed instructions (e.g. to order food) • Observing simple conventions for the venue (e.g. waiting to be sat, paying before getting food in a take-away) • Following simple routines (e.g. making an order,

	<p>waiting for food, waiting for bill)</p> <ul style="list-style-type: none">• Understanding that different outlets provide different food and drinks (e.g. pub sells alcohol; café sells tea and coffee)
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Travel within the Community: Going Places	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Supported Participation to Application.	
Learning outcomes The learner will	Assessment criteria The learner can	
1. Travel within their own community	1.1 Make journeys within their local community, whether on foot or by public or private transport	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Make journeys within their local community, whether on foot or by public or private transport	<ul style="list-style-type: none"> • Co-operating with a carer or support worker to make a journey (this might be within a small familiar setting, e.g. from one part of the college to another) • Requesting a journey by prompting either verbally or through an alternative method • Identifying different small stages of a routine journey during the journey (e.g. knowing to turn right into the leisure centre, after being guided to that point) • Making routine, short journeys in a sheltered setting (e.g. within the college) • Following simple routines under supervision (e.g. waiting at 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 	

Title:	Using Local Health Services	
Level:	Entry 1	
Credit value	2	
Continuum Stages	Supported Participation to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Access the services offered by local health services	1.1 Show that they can access local health services, such as GP, dentist, optician A&E, as appropriate to the learner's needs	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Show that they can access local health services, such as GP, dentist, optician A&E, as appropriate to the learner's needs	<ul style="list-style-type: none"> • Co-operating with a carer or support worker to attend an appointment • Presenting themselves appropriately (e.g. allowing a carer to carry out personal care in advance, choosing suitable clothes) • Leaving and arriving on time for an appointment (whether with or without prompting or by following direct instructions) • Understanding that the appointment is intended to help them be healthy • Linking the provider to the service (e.g. dentist deals with teeth) • Following simple instructions to make an appointment at a health service provider • Following given procedures in a waiting room (e.g. taking a ticket, presenting themselves to a receptionist, waiting their turn) 	

Title:	Developing Learning Skills: Learning To Learn	
Level:	Entry 1	
Credit value	5	
Continuum Stages	Supported Participation to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Identify strengths and weaknesses in relation to learning	1.1 Recognise what they are good at and what they find difficult	
2. Express preferences about learning	2.1 Communicate what they like and what they dislike in relation to learning	
3. Be involved in making choices in relation to learning	3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it	
4. Get help with their learning	4.1 Understand how to access sources of support	
5. Be involved in producing and reviewing a person-centred learning plan	5.1 Contribute to setting and monitoring targets for their own learning	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise what they are good at and what they find difficult	<ul style="list-style-type: none"> • Vocalising or gesturing in response to another's direct questioning about their strengths and weaknesses (e.g. 'Are you finding this hard?') • Using actions, gestures or words to indicate that they find something easy or difficult while engaged in the related activity • Indicating in interactions with others, from a number of skills or activities suggested to them which they find difficult and which they find easy • In supported one-to-one interactions, volunteer something they consider themselves good at and something which they find difficult 	
2.1 Communicate what they like and what they dislike in relation to learning	<ul style="list-style-type: none"> • Vocalising or gesturing in response to a particular person, situation, or activity to indicate like or dislike • Showing consistent preferences (e.g. for working with a particular staff member or for a particular type of activity) • Using actions, gestures or words to indicate a preference for one given learning option over 	

	<p>another (e.g. an inside or outside activity; group or pair work; working with clay or painting)</p> <ul style="list-style-type: none"> • Requesting preferred events or activities without prompting (e.g. by selecting an object and taking it to a member of staff) • Independently selecting preferred options • Using actions, gestures or words to indicate a more generalised learning preference (e.g. I like group work; I don't like money; I enjoy being outside; I like the music teacher) • Likes and dislikes might relate to any aspect of learning including the content of a learning programme, types of activity, methods of teaching, learning preferences, venues for learning.
<p>3.1 Contribute to decisions about what they want to learn, how and/or why they want to learn it</p>	<p>Learners might contribute to interactions about their learning by:</p> <ul style="list-style-type: none"> • using single words, signs or symbols to respond to a suggested approach (e.g. a suggested activity, learning group or class) • presenting single concepts, ideas or preferences about their learning (e.g. I want to do music; I don't want to work outside) in response to prompting • taking part in one-to-one interactions to identify and select learning options about what they want to learn and why • identifying options in relation to learning and with support making a choice between them • using their identified likes and dislikes and aspirations to help make decisions about their learning
<p>4.1 Understand how to access sources of support</p>	<p>Learners might demonstrate their understanding by:</p> <ul style="list-style-type: none"> • accepting help from familiar people (e.g. teachers, peers, family members) • recognising that familiar people can be sources of support • indicating that they need help • recognising and being able to find on-site sources of support (e.g. learning support centre; library; personal tutor's office) • linking sources of support to the type of support that they offer (e.g. IT technician for computer problem, learning support assistant for access to a particular resource)
<p>5.1 Contribute to setting and monitoring targets for their own learning</p>	<p>Learners might contribute to target-setting and monitoring by:</p> <ul style="list-style-type: none"> • Listening and responding to a suggested target or set of targets • Using signs, symbols or words to communicate a

	<p>longer term aspiration or short term goal – these may not be entirely realistic in their first iteration (e.g. I want to be a teacher; I want to go to the shop on my own)</p> <ul style="list-style-type: none">• 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 straight forward, closed questions about the progress that they are making (e.g. 'Are you finding it easier to use the keyboard?' 'How many times have you been outside this week?')• Selecting a target from options presented to them (all tailored to meet the learners' 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?' (e.g. 'I have been to the workshop twice' or 'I don't mind working with Joe now')
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Title:	Dealing with Problems	
Level:	Entry 1	
Credit value	4	
Continuum Stages	Interest to Application.	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Be aware of problems when they arise	1.1 Recognise when they have a problem	
2. Come up with a solution to a problem	2.1 Identify sources of help 2.2 Select a solution	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise when they have a problem	<ul style="list-style-type: none"> • Demonstrating an awareness of change in their environment (e.g. a cup is not where it usually is) • Repeated attempts (not necessarily successful) to do something (e.g. trying to reach or grasp an object) • Acknowledging that there is a problem to solve when it is pointed out to them (e.g. when asked 'are you stuck?') • Communicating verbally or otherwise that they don't know what to do next • Acknowledging that they need a strategy (not necessarily of their own devising) in order to move forwards or resolve a situation (e.g. by seeking out a staff member to demonstrate that they can't get something to work) • Stating verbally or otherwise that they have a problem 	
2.1 Identify sources of help	<ul style="list-style-type: none"> • Accepting help from familiar people (e.g. teachers, peers, family members) • Recognising familiar people as sources of help • Understanding that help can be provided through different means (e.g. people, help lines, websites, leaflets) • Finding out about agencies and external bodies that can provide help (e.g. Connexions, 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 (e.g. a health 	

	visitor to a new parent)
2.2 Select a solution	<ul style="list-style-type: none"> • Demonstrating an awareness of cause and effect of their own actions (e.g. by throwing an object to attract attention) • Listening and responding to suggested solutions • Being prompted to suggest solutions (not all of which will be appropriate) • Choosing an appropriate solution from a set of given alternatives, independently or with prompting • Copying the actions of others to see if they can be used to solve their particular problem, not always successfully • Recognising the similarities between one situation and another when they are pointed out and with prompting recalling the solution to the previous problem (e.g. responding accurately to the questions 'What did you do when you lost your coat? Would it be a good idea to go to lost property to look for your bag?') • Suggesting a workable solution to a straightforward problem (not necessarily the most appropriate) • Understanding simple explanations as to why one suggested solution might be more appropriate than another (e.g. asking a warden for the spare keys is a more appropriate solution to the problem of being locked out than calling emergency services) • Identifying an appropriate solution by recalling what they did in a previous, similar situation (e.g. remembering what they did last time they go lost at college) <p>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.</p>

Title:	Getting On With Other People	
Level:	Entry 1	
Credit value	4	
Continuum Stages	Early awareness to application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Interact with others	1.1 Listen and respond to others 1.2 Communicate with others	
2. Take part in a group activity	2.1 Follow instructions from others 2.2 Accept, ask for or offer help 2.3 Engage in an activity involving 2 or more people 2.4 Take account of other group members	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Listen and respond to others	<ul style="list-style-type: none"> • demonstrating an awareness of the presence of others • Tracking the actions or movements of others • Focusing attention on the person speaking • single word, sign or symbol responses to key words in context • responding to simple prompts, questions, requests and instructions • demonstrably paying attention • answering simple questions about a range of personal information • listening to and following brief narratives or explanations • listen and respond to a small range of familiar people with different relationships to the learner (e.g. peers, family members, carers, support workers, tutors) 	
1.2 Communicate with others	<ul style="list-style-type: none"> • vocalising or gesturing to express feelings towards a person (e.g. with a smile or by turning away) • using single words, signs and symbols and with familiar people 	

	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
2.2 Accept, ask for or offer help	<ul style="list-style-type: none"> • allowing a familiar person to guide them physically (e.g. hand over hand) or to perform a function which they are not able to perform themselves • indicating a need for help using a single sign, symbol or word • asking for help by seeking out an appropriate person, using a short phrase to communicate the type of help needed • providing help when prompted by others (e.g. holding a door open for another learner when asked to do so by staff) • offering help without prompting (e.g. picking up something dropped by another learner and returning it to them)
2.3 Engage in an activity involving 2 or more people	<ul style="list-style-type: none"> • 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 (e.g. doing the artwork for a poster to advertise an event) • Asking and answering simple questions of peers or member of staff (e.g. 'What do I do next?') • Following simple instructions from a group leader

	<p>All of these actions must take place in the context of a group activity and contribute towards the achievement of a shared goal.</p>
<p>2.4 Take account of other group members</p>	<ul style="list-style-type: none"> • Sharing personal space with others • Focusing on group members • Co-operating in a group to listen to (or not detract from) the course of discussions • Taking turns in activities or discussion • Waiting their turn to ask for help or to receive attention • Acknowledging the ideas or preferences of other group members • Responding to the contributions of other group members (e.g. by agreeing or disagreeing on a proposed activity)

Title:	Developing Self Awareness: All About Me	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Early Awareness to Application.	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Be aware of themselves as an individual	1.1 Recognise what makes them individual 1.2 Express their individuality	
2. Be aware of their relationship to others	2.1 Recognise how they relate to others	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise what makes them individual	<ul style="list-style-type: none"> • 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 (e.g. Are you David?) • Knowing their own name and some personal details (e.g. parent's name; number of base room at college) • Being aware of their gender, age (e.g. 15 or adult not child) and other significant defining characteristics (e.g. married) • Knowing what they like and dislike • Understanding their own capabilities (e.g. 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 	
1.2 Express their individuality	<ul style="list-style-type: none"> • Expressing emotions (e.g. pleasure, frustration), perhaps through reflex responses, in vocalisation or gesture • Vocalising or gesturing in response to a person, object or event to indicate like or dislike 	

	<ul style="list-style-type: none"> • Expressing consistent preferences, (e.g. 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 (e.g. 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 (e.g. 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 (e.g. 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	<ul style="list-style-type: none"> • Accepting the presence of familiar people • Responding (possibly by reflex) to familiar people • Showing interest in significant people in their lives (e.g. family members, friends, support workers) either when they are present or when pictured in photos • Being aware that they belong to a family and identifying their place within it (e.g. as mother and daughter; as uncle and brother) • Being aware that they belong to one or more wider communities (e.g. club/school/town) and how they fit into it (e.g. as member; leader; helper; service user) • Recognising the roles of different people in their lives (e.g. to teach, to provide different sorts of support, as friends)

Title	Rights And Responsibilities: Everybody Matters	
Level	Entry 1	
Credit value	3	
Continuum Stages	Active Involvement to Application	
Learning Outcomes The learner will	Assessment Criteria The learner can	
1. Be aware that they have rights as individuals	1.1 Recognise some of their basic rights as an individual	
2. Be aware they have responsibilities as individuals	2.1 Take some responsibility for themselves 2.2 Recognise some responsibilities that they have towards others	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Recognise some of their basic rights as an individual	<ul style="list-style-type: none"> • 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 or dislikes or opinions whether in reflex responses, vocalizations, gesture, signs, symbols or words (e.g. in relation to their learning, their support, aspects of their lifestyle) • Making choices and decisions, with appropriate degrees of support, as to how they live their lives and what and how they want to learn • Making challenges and raising objections to the status quo, with appropriate degrees of support, either through vocalizing, gesture, signs, symbols or words (e.g. rejecting a particular food being offered to them; asking for a different keyboard; stating that they do not want to be accompanied round a shop) • Making requests (e.g. to be moved to a different room; to work with a particular support worker; to go on a work placement) • 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.
2.1 Take some responsibility for themselves	<ul style="list-style-type: none"> • Accepting the help of others to keep themselves healthy and safe • Requesting help to keep healthy and safe or to achieve something they wish to achieve • Co-operating or participating to ensure personal care routines are carried out and personal safety codes are observed • Looking after own belongings (e.g. by remembering where they are stored; taking appropriate kit to a sporting club and bringing it back with them afterwards) • Participating in routine tasks with or without prompting in order to achieve something they wish to achieve • Carrying out actions, with support as appropriate, to control aspects of their environment (e.g. using a switch to alter the volume of a CD player; closing a window that's causing a draught) • Making choices and decisions, with support as appropriate, in order to have control over key aspects of their lives (e.g. suggesting targets for their person-centred learning plan; opting for one form of support over another)
1.1 Recognise some responsibilities that they have towards others	<ul style="list-style-type: none"> • Accepting help or support • Ensuring their actions do not cause deliberate harm or distress to others • Taking turns during an activity • Waiting for a support worker to finish with another learner before trying to attract their attention

Title:	Encountering Experiences: Being A Part Of Things	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Encounter .	
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	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Experience activities and situations	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • A physical experience (e.g. 'too hot' to a drink) • An emotional experience (e.g. laughing when they are happy) 	

Title:	Engaging With The World Around You: People	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Early Awareness to Active Involvement	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Interact with people	1.1 Engage with people	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Engage with people	<ul style="list-style-type: none"> • Showing that they are aware that there are other people present (e.g. through a reflex response to the noise that others are making) • Briefly focusing on a person (e.g. when a tutor is talking directly to them) • taking interest in the people around them (e.g. by tracking them as they move around the room) • demonstrating response and deliberate reaction to people (e.g. smiling at a person they like) • indicating wish to communicate (e.g. by attempting to vocalise or gesture) • initiating communication and indicating that a response is expected (e.g. making a request by vocalising or gesture and waiting for an answer) 	

Title:	Engaging With The World Around You: Events	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Early Awareness to Active Involvement	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Interact with events	1.1 Engage with events	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Engage with events	<ul style="list-style-type: none"> • showing that they are aware that some sort of change is taking place (e.g. furniture in a room is being moved to make space for a movement class) • briefly focusing on events taking place around them (e.g. in a music session, watching equipment being set up) • showing interest in what is happening (e.g. tracking movements, showing signs of excitement or anxiety) • demonstrating response and deliberate reaction to an event (e.g. banging a tray to indicate willingness to participate in an activity) • supported participation in events and recognition of familiar events (e.g. being supported to get ready for an off-site trip, indicating that they know that means wearing a coat) • remembering learned responses to events (e.g. repeating an action, sound or word in response to a familiar event such as a mealtime) • Anticipate known events which follow a regular sequence, such as by waiting for someone to come through the door when she/he is seen going past the window 	

Title:	Engaging With The World Around You: Objects	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Early Awareness to Active Involvement	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Interact with objects	1.1 Engage with objects	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Engage with objects	<ul style="list-style-type: none"> • briefly focusing on objects • showing an interest in an object (e.g. by watching while someone else uses it) • demonstrating a response and deliberate reaction to objects (e.g. by clapping when a tambourine is shaken) • supported exploration of objects (e.g. by touching, shaking or dropping it) • expressing a preference for one object over another • active exploration of objects over an extended period (such as picking up a book, turning the pages, focusing on the pictures) 	

Title:	Understanding the Uses of Money	
Level:	Entry 1	
Credit value	3	
Continuum Stages	Supported Participation to Application	
Learning Outcomes The learner will:	Assessment Criteria The learner can:	
1. Have an awareness of the use of money	1.1 Identify money from other objects 1.2 Identify uses of money 1.3 Use money in realistic situations	
Assessment criteria	Possible ways of demonstrating that the criteria have been met	
1.1 Identify money from other objects	<ul style="list-style-type: none"> • Examine, touch, handle money/coins • When prompted indicate a coin from a choice of two dissimilar items • From two dissimilar items select a coin • From a range of dissimilar items select a coin • From a range of dissimilar textured but similar shaped items select a coin • From a range of similar shaped and textured items select coins • From a range of similar shaped and textured items select both coins and notes 	
1.2 Identify uses of money	<ul style="list-style-type: none"> • Identify a situation where money is being handled in closed simulation with two activities • Indicate places where money is used • Indicate things that you need money for • Give examples of what money is used for, i.e. exchange for goods and services • State the consequences of not having any money 	
1.3 Use money in realistic situations	<ul style="list-style-type: none"> • Select goods and or service offer money, with varying degrees of prompts and support in line with the continuum through to: • Select goods/services and produce and offer money at the appropriate place and time, secure any shopping and secure remaining money 	