

# **Pearson Edexcel Entry Level (Entry 1) Specification for Qualifications in Personal Progress including qualifications in: Communication Skills, Mathematical Skills, ICT Skills, Independent Living and Supported Employment**

## **Specification**

For first teaching 2009

Amended specification for first teaching September 2013

Issue 4

## **Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at [qualifications.pearson.com](http://qualifications.pearson.com). Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contactus](http://qualifications.pearson.com/contactus)

## **About Pearson**

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This specification is Issue 4. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: [qualifications.pearson.com](http://qualifications.pearson.com)

These qualifications were previously known as:

Pearson Edexcel Entry Level (Entry 1) Specification for Qualifications in Personal Progress (QCF) including qualifications in: Communication Skills, Mathematical Skills, ICT Skills, Independent Living and Supported Employment (QCF)

The QNs remain the same.

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ISBN 9781446951934

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**Summary of Pearson Edexcel Entry Level (Entry 1)  
specification Issue 4 changes to:  
Specification for Qualifications in Personal Progress  
including qualifications in:  
Communication Skills, Mathematical Skills, ICT Skills,  
Independent Living and Supported Employment**

<b>Summary of changes made between previous Issue 3 and this current Issue 4</b>	<b>Page/section number</b>
All references to QCF have been removed throughout the specification	Throughout
Definition of TQT added	Section 1
Definition of sizes of qualifications aligned to TQT	Section 1
TQT value added	Section 2
Reference to credit transfer within the QCF removed	Section 5
QCF references removed from unit titles and unit levels in all units	Section 12
Guided learning definition updated	Section 12

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html).



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## Purpose of this specification

The purpose of a specification, as defined by Ofqual, is to set out:

- the qualification's objective
- any other qualification which a learner must have completed before taking the qualification
- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification
- units that a learner must have completed before the qualification will be awarded and any optional routes
- any other requirements which a learner must have satisfied before the learner will be assessed or before the qualification will be awarded
- the knowledge, skills and understanding which will be assessed as part of the qualification (giving a clear indication of their coverage and depth)
- the method of any assessment and any associated requirements relating to it
- the criteria against which learners' level of attainment will be measured (such as assessment criteria)
- any specimen materials
- any specified levels of attainment.



# 1 Introducing Pearson Edexcel Personal and Social Development Qualifications

Pearson Edexcel Personal and Social Development qualifications are available from Entry Level 1 to Level 2. They aim to develop learners' skills in a broad range of areas, including communication, reading and writing, mathematics, skills for independent living, and skills for the workplace and engaging with the world around you. Learners progress through these qualifications to supported employment, independent living and further education.

## Qualifications sizes

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For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

These qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

## 2 Qualification summary and key information

Qualification title	Pearson Edexcel Entry Level Award in Personal Progress (Entry 1)
Qualification Number (QN)	500/6493/9
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	8
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	80
Guided learning hours	80
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Certificate in Personal Progress (Entry 1)
Qualification Number (QN)	500/6492/7
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	140
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Diploma in Personal Progress (Entry 1)
Qualification Number (QN)	500/6498/8
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	37
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	370
Guided learning hours	370
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Award in Communication Skills (Entry 1)
Qualification Number (QN)	500/6641/9
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Certificate in Communication Skills (Entry 1)
Qualification Number (QN)	500/6640/7
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	14
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	140
Guided learning hours	140
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Award in ICT Skills (Entry 1)
Qualification Number (QN)	500/6722/9
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	4
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	40
Guided learning hours	40
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Award in Mathematical Skills (Entry 1)
Qualification Number (QN)	500/6610/9
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Award in Skills for Independent Living (Entry 1)
Qualification Number (QN)	500/6494/0
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Certificate in Skills for Independent Living (Entry 1)
Qualification Number (QN)	500/6491/5
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	13
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	130
Guided learning hours	130
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )

Qualification title	Pearson Edexcel Entry Level Award in Skills for Supported Employment (Entry 1)
Qualification Number (QN)	500/6542/7
Date registrations can be made	01/09/2009
Age range that the qualification is approved for	14-16 16-18 19+
Credit value	6
Assessment	Centre-devised assessment (internal assessment)
Total Qualification Time (TQT)	60
Guided learning hours	60
Grading information	The qualification and units are at pass grade.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, centres must follow the <i>Pearson Access and Recruitment Policy</i> (see <i>Section 10, Access and recruitment</i> )



## Qualification title and Qualification Number

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Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. The qualification title, unit titles and QN are given on each learner's final certificate. You should tell your learners this when your centre recruits them and registers them with us. There is more information about certification in our *UK Information Manual*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## Objective of Pearson Edexcel Entry 1 qualifications

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Pearson Edexcel Entry 1 qualifications are designed to enhance learners' life skills in different contexts. They are appropriate for a diverse range of learners including those:

- with specific learning needs
- currently learning at pre-entry level and/or Entry 1
- not yet able to access Functional Skills
- seeking to enhance their personal development.

Learners who successfully achieve these qualifications can progress to:

- supported employment
- independent living
- other Entry level qualifications.

## Key features of Pearson Edexcel Entry 1 qualifications

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Pearson Edexcel Entry 1 qualifications have been developed to give learners the opportunity to:

- achieve smaller qualifications such as the Pearson Edexcel Entry Level 1 Award in Skills for Independent Living (Entry 1)
- build on these smaller qualifications in order to progress to larger qualifications such as the Pearson Edexcel Entry Level Diploma in Personal Progress (Entry 1)
- undertake programmes of learning which will meet their specific needs
- progress to supported employment
- progress to independent living
- improve skills in areas such as communication, mathematics and ICT
- develop their own skills for looking after their own home, participating in the community and for starting work.

## **Progression opportunities through Pearson qualifications**

### **Pearson Edexcel Entry Level Award, Certificate and Diploma in Personal Progress (Entry 1)**

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These qualifications are designed to be wide ranging qualifications to allow learners working at pre-entry or Entry 1 to develop their skills in a number of different areas. The units cover areas such as communication, reading and writing, mathematics, developing skills for independent living, developing skills for the workplace, and engaging with the world around them. Providers will be able to select a package of units appropriate to the needs of the learner.

The 8-credit award is a small qualification designed to allow learners to achieve. The 14-credit certificate will allow learners to achieve a certificate-sized qualification if appropriate. The 37-credit diploma will allow learners to achieve a diploma-sized qualification if that is appropriate for them.

### **Pearson Edexcel Entry Level Award in ICT Skills (Entry 1)**

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This qualification is designed to allow learners working at pre-entry or Entry 1 to develop their ICT skills. It will cover areas such as using switches to effect different actions, gaining information through ICT and using ICT to communicate or augment communication.

### **Pearson Edexcel Entry Level Award in Communication Skills (Entry 1)**

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This qualification is designed to allow learners working at pre-entry or Entry 1 to develop their communication skills. It will cover areas such as reading, writing and communication skills.

### **Pearson Edexcel Entry Level Award in Skills for Supported Employment (Entry 1)**

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This qualification is designed to allow learners working at pre-entry or Entry 1 to develop their employment skills. It will cover areas such as health and safety in the workplace, working with others and being involved in decision making.

### **Pearson Edexcel Entry Level Award in Mathematical Skills (Entry 1)**

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This qualification is aimed at learners working at pre-entry or Entry 1 who wish to develop their mathematical skills, including number skills, measuring, position, shape, sequencing and sorting. Learners are likely to have significant skills gaps in mathematics, and may not be able to access Functional Skills Mathematics. The 6-credit award is designed to be a small qualification that allows learners to gain recognition for the mathematical skills they have achieved.

## **Pearson Edexcel Entry Level Award/Certificate in Skills for Independent Living (Entry 1) (6 credits)**

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These qualifications are aimed at learners working at pre-entry or Entry 1 who are preparing for independent living. It will allow them to develop their knowledge of and skills in areas such as keeping safe, being healthy, looking after your own home and dealing with problems. Learners will also have the opportunity to take units relating to aspects of the wider community such as getting out and about and going places, getting on with other people, rights and responsibilities and encountering experiences.

Learners are likely to have significant skills gaps which prevent them from living independently at present.

The 6-credit award is designed to be a small qualification to allow learners to gain recognition for the independent skills they have achieved. The 13-credit certificate is designed to allow learners to achieve a certificate-sized qualification if appropriate.

### **Functional Skills**

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Learners working at pre-entry and Entry 1 may not be ready to work towards Functional Skills qualifications. The Pearson qualifications in Communication Skills, Mathematical Skills and ICT Skills provides a 'stepping stone' for these learners. The remaining units within the specification will provide learners with the opportunity to develop and apply Functional Skills as part of the learning process. Functional Skills are also offered as stand-alone qualifications at Entry and Level 1.

### 3 Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications.

#### General resource requirements

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- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualifications.
- Staff involved in the assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure continuing professional development for staff delivering the qualifications.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.

## 4 Qualification structures

### Pearson Edexcel Entry Level Award in Personal Progress (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	8
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
1	F/502/4317	Developing Communication Skills	Entry 1	3	30
2	F/502/4320	Developing Reading Skills	Entry 1	3	30
3	R/502/4323	Developing Writing Skills	Entry 1	3	30
4	Y/502/4324	Developing ICT Skills	Entry 1	4	40
5	D/502/4325	Early Mathematics: Developing Number Skills	Entry 1	2	20
6	K/502/4327	Early Mathematics: Position	Entry 1	2	20
7	T/502/4329	Early Mathematics: Shape	Entry 1	2	20
8	M/502/4331	Early Mathematics: Measure	Entry 1	2	20
9	T/502/4332	Early Mathematics: Sequencing and Sorting	Entry 1	3	30
10	D/600/0438	Understanding What Money is Used For	Entry 1	3	30
11	H/502/4164	Developing Independent Living Skills: Having Your Say	Entry 1	3	30
12	K/502/4165	Developing Independent Living Skills: Keeping Safe	Entry 1	2	20
13	M/502/4166	Developing Independent Living Skills: Looking After Your Own Home	Entry 1	2	20
14	A/502/4168	Developing Independent Living Skills: Being Healthy	Entry 1	2	20
15	F/502/4169	Developing Community Participation Skills: Getting Out and About	Entry 1	5	50

Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
16	A/502/4171	Travel Within the Community: Going Places	Entry 1	3	30
17	F/502/4172	Using Local Health Services	Entry 1	2	20
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50
19	Y/502/4159	Dealing with Problems	Entry 1	4	40
20	L/502/4160	Getting on with Other People	Entry 1	4	40
21	Y/502/4422	Developing Self-awareness: All About Me	Entry 1	3	30
22	K/502/4439	Rights and Responsibilities: Everybody Matters	Entry 1	3	30
23	R/502/4161	Encountering Experiences: Being a Part of Things	Entry 1	3	30
24	R/502/4175	Engaging with the World Around You: People	Entry 1	3	30
25	T/502/4203	Engaging with the World Around You: Events	Entry 1	3	30
26	F/502/4205	Engaging with the World Around You: Objects	Entry 1	3	30
27	J/502/4450	Developing Skills for the Workplace: Getting Things Done	Entry 1	4	40
28	R/502/4449	Developing Skills for the Workplace: Following Instructions	Entry 1	2	20
29	L/502/4451	Developing Skills for the Workplace: Health and Safety	Entry 1	2	20
30	R/502/4452	Developing Skills for the Workplace: Looking and Acting the Part	Entry 1	2	20

## Pearson Edexcel Entry Level Certificate in Personal Progress (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	14
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
1	F/502/4317	Developing Communication Skills	Entry 1	3	30
2	F/502/4320	Developing Reading Skills	Entry 1	3	30
3	R/502/4323	Developing Writing Skills	Entry 1	3	30
4	Y/502/4324	Developing ICT Skills	Entry 1	4	40
5	D/502/4325	Early Mathematics: Developing Number Skills	Entry 1	2	20
6	K/502/4327	Early Mathematics: Position	Entry 1	2	20
7	T/502/4329	Early Mathematics: Shape	Entry 1	2	20
8	M/502/4331	Early Mathematics: Measure	Entry 1	2	20
9	T/502/4332	Early Mathematics: Sequencing and Sorting	Entry 1	3	30
10	D/600/0438	Understanding What Money is Used For	Entry 1	3	30
11	H/502/4164	Developing Independent Living Skills: Having Your Say	Entry 1	3	30
12	K/502/4165	Developing Independent Living Skills: Keeping Safe	Entry 1	2	20
13	M/502/4166	Developing Independent Living Skills: Looking After Your Own Home	Entry 1	2	20
14	A/502/4168	Developing Independent Living Skills: Being Healthy	Entry 1	2	20
15	F/502/4169	Developing Community Participation Skills: Getting Out and About	Entry 1	5	50
16	A/502/4171	Travel Within the Community: Going Places	Entry 1	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
17	F/502/4172	Using Local Health Services	Entry 1	2	20
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50
19	Y/502/4159	Dealing with Problems	Entry 1	4	40
20	L/502/4160	Getting on with Other People	Entry 1	4	40
21	Y/502/4422	Developing Self-awareness: All About Me	Entry 1	3	30
22	K/502/4439	Rights and Responsibilities: Everybody Matters	Entry 1	3	30
23	R/502/4161	Encountering Experiences: Being a Part of Things	Entry 1	3	30
24	R/502/4175	Engaging with the World Around You: People	Entry 1	3	30
25	T/502/4203	Engaging with the World Around You: Events	Entry 1	3	30
26	F/502/4205	Engaging with the World Around You: Objects	Entry 1	3	30
27	J/502/4450	Developing Skills for the Workplace: Getting Things Done	Entry 1	4	40
28	R/502/4449	Developing Skills for the Workplace: Following Instructions	Entry 1	2	20
29	L/502/4451	Developing Skills for the Workplace: Health and Safety	Entry 1	2	20
30	R/502/4452	Developing Skills for the Workplace: Looking and Acting the Part	Entry 1	2	20
31	J/600/6198	Basic Cooking Techniques	Entry 1	3	30
32	H/601/9797	Engaging in a Creative Group Project	Entry 1	3	30
33	L/600/6204	Everyday Food and Drink Preparation	Entry 1	3	30
34	M/600/6423	Exploring Art	Entry 1	3	30
35	L/600/6428	Exploring Dance	Entry 1	3	30
36	R/600/6432	Exploring Music	Entry 1	3	30



Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
37	Y/600/6268	Health and Fitness	Entry 1	3	30
38	R/504/9254	Horticulture: Identify Parts of a Flowering Plant	Entry 1	1	10
39	Y/504/9255	Horticulture: Sowing Seed in Trays	Entry 1	3	30
40	R/600/6222	Make a Simple Meal	Entry 1	3	30
41	H/600/6225	Recycling, Managing Waste	Entry 1	2	20
42	A/600/6201	Kitchen Hygiene	Entry 1	1	10

## Pearson Edexcel Entry Level Diploma in Personal Progress (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	37
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
1	F/502/4317	Developing Communication Skills	Entry 1	3	30
2	F/502/4320	Developing Reading Skills	Entry 1	3	30
3	R/502/4323	Developing Writing Skills	Entry 1	3	30
4	Y/502/4324	Developing ICT Skills	Entry 1	4	40
5	D/502/4325	Early Mathematics: Developing Number Skills	Entry 1	2	20
6	K/502/4327	Early Mathematics: Position	Entry 1	2	20
7	T/502/4329	Early Mathematics: Shape	Entry 1	2	20
8	M/502/4331	Early Mathematics: Measure	Entry 1	2	20
9	T/502/4332	Early Mathematics: Sequencing and Sorting	Entry 1	3	30
10	D/600/0438	Understanding What Money is Used For	Entry 1	3	30
11	H/502/4164	Developing Independent Living Skills: Having Your Say	Entry 1	3	30
12	K/502/4165	Developing Independent Living Skills: Keeping Safe	Entry 1	2	20
13	M/502/4166	Developing Independent Living Skills: Looking After Your Own Home	Entry 1	2	20
14	A/502/4168	Developing Independent Living Skills: Being Healthy	Entry 1	2	20
15	F/502/4169	Developing Community Participation Skills: Getting Out and About	Entry 1	5	50
16	A/502/4171	Travel Within the Community: Going Places	Entry 1	3	30
17	F/502/4172	Using Local Health Services	Entry 1	2	20

Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50
19	Y/502/4159	Dealing with Problems	Entry 1	4	40
20	L/502/4160	Getting on with Other People	Entry 1	4	40
21	Y/502/4422	Developing Self-awareness: All About Me	Entry 1	3	30
22	K/502/4439	Rights and Responsibilities: Everybody Matters	Entry 1	3	30
23	R/502/4161	Encountering Experiences: Being a Part of Things	Entry 1	3	30
24	R/502/4175	Engaging with the World Around You: People	Entry 1	3	30
25	T/502/4203	Engaging with the World Around You: Events	Entry 1	3	30
26	F/502/4205	Engaging with the World Around You: Objects	Entry 1	3	30
27	J/502/4450	Developing Skills for the Workplace: Getting Things Done	Entry 1	4	40
28	R/502/4449	Developing Skills for the Workplace: Following Instructions	Entry 1	2	20
29	L/502/4451	Developing Skills for the Workplace: Health and Safety	Entry 1	2	20
30	R/502/4452	Developing Skills for the Workplace: Looking and Acting the Part	Entry 1	2	20
31	J/600/6198	Basic Cooking Techniques	Entry 1	3	30
32	H/601/9797	Engaging in a Creative Group Project	Entry 1	3	30
33	L/600/6204	Everyday Food and Drink Preparation	Entry 1	3	30
34	M/600/6423	Exploring Art	Entry 1	3	30
35	L/600/6428	Exploring Dance	Entry 1	3	30
36	R/600/6432	Exploring Music	Entry 1	3	30
37	Y/600/6268	Health and Fitness	Entry 1	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
38	R/504/9254	Horticulture: Identify Parts of a Flowering Plant	Entry 1	1	10
39	Y/504/9255	Horticulture: Sowing Seed in Trays	Entry 1	3	30
40	R/600/6222	Make a Simple Meal	Entry 1	3	30
41	H/600/6225	Recycling, Managing Waste	Entry 1	2	20
42	A/600/6201	Kitchen Hygiene	Entry 1	1	10

## Pearson Edexcel Entry Level Award in Communication Skills (Entry 1)

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
1	F/502/4317	Developing Communication Skills	Entry 1	3	30
2	F/502/4320	Developing Reading Skills	Entry 1	3	30
3	R/502/4323	Developing Writing Skills	Entry 1	3	30
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50

## Pearson Edexcel Entry Level Certificate in Communication Skills (Entry 1)

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	14
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
1	F/502/4317	Developing Communication Skills	Entry 1	3	30
2	F/502/4320	Developing Reading Skills	Entry 1	3	30
3	R/502/4323	Developing Writing Skills	Entry 1	3	30
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50

## Pearson Edexcel Entry Level Award in ICT Skills (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	4
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Unit	Unit Reference Number	Unit	Level	Credit	Guided learning hours
4	Y/502/4324	Developing ICT Skills	Entry 1	4	40

## Pearson Edexcel Entry Level Award in Mathematical Skills (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
5	D/502/4325	Early Mathematics: Developing Number Skills	Entry 1	2	20
6	K/502/4327	Early Mathematics: Position	Entry 1	2	20
7	T/502/4329	Early Mathematics: Shape	Entry 1	2	20
8	M/502/4331	Early Mathematics: Measure	Entry 1	2	20
9	T/502/4332	Early Mathematics: Sequencing and Sorting	Entry 1	3	30
10	D/600/0438	Understanding What Money is Used For	Entry 1	3	30

## Pearson Edexcel Entry Level Award in Skills for Independent Living (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
10	D/600/0438	Understanding What Money is Used For	Entry 1	3	30
11	H/502/4164	Developing Independent Living Skills: Having Your Say	Entry 1	3	30
12	K/502/4165	Developing Independent Living Skills: Keeping Safe	Entry 1	2	20
13	M/502/4166	Developing Independent Living Skills: Looking After Your Own Home	Entry 1	2	20
14	A/502/4168	Developing Independent Living Skills: Being Healthy	Entry 1	2	20
15	F/502/4169	Developing Community Participation Skills: Getting Out and About	Entry 1	5	50
16	A/502/4171	Travel Within the Community: Going Places	Entry 1	3	30
17	F/502/4172	Using Local Health Services	Entry 1	2	20
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50
19	Y/502/4159	Dealing with Problems	Entry 1	4	40
20	L/502/4160	Getting on with Other People	Entry 1	4	40
21	Y/502/4422	Developing Self-awareness: All About Me	Entry 1	3	30
22	K/502/4439	Rights and Responsibilities: Everybody Matters	Entry 1	3	30
23	R/502/4161	Encountering Experiences: Being a Part of Things	Entry 1	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
24	R/502/4175	Engaging with the World Around You: People	Entry 1	3	30
25	T/502/4203	Engaging with the World Around You: Events	Entry 1	3	30
26	F/502/4205	Engaging with the World Around You: Objects	Entry 1	3	30



## Pearson Edexcel Entry Level Certificate in Skills for Independent Living (Entry 1)

The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	13
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
10	D/600/0438	Understanding What Money is Used For	Entry 1	3	30
11	H/502/4164	Developing Independent Living Skills: Having Your Say	Entry 1	3	30
12	K/502/4165	Developing Independent Living Skills: Keeping Safe	Entry 1	2	20
13	M/502/4166	Developing Independent Living Skills: Looking After Your Own Home	Entry 1	2	20
14	A/502/4168	Developing Independent Living Skills: Being Healthy	Entry 1	2	20
15	F/502/4169	Developing Community Participation Skills: Getting Out and About	Entry 1	5	50
16	A/502/4171	Travel Within the Community: Going Places	Entry 1	3	30
17	F/502/4172	Using Local Health Services	Entry 1	2	20
18	A/502/4154	Developing Learning Skills: Learning to Learn	Entry 1	5	50
19	Y/502/4159	Dealing with Problems	Entry 1	4	40
20	L/502/4160	Getting on with Other People	Entry 1	4	40
21	Y/502/4422	Developing Self-awareness: All About Me	Entry 1	3	30
22	K/502/4439	Rights and Responsibilities: Everybody Matters	Entry 1	3	30
23	R/502/4161	Encountering Experiences: Being a Part of Things	Entry 1	3	30
24	R/502/4175	Engaging with the World Around You: People	Entry 1	3	30

Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
25	T/502/4203	Engaging with the World Around You: Events	Entry 1	3	30
26	F/502/4205	Engaging with the World Around You: Objects	Entry 1	3	30
31	J/600/6198	Basic Cooking Techniques	Entry 1	3	30
32	H/601/9797	Engaging in a Creative Group Project	Entry 1	3	30
33	L/600/6204	Everyday Food and Drink Preparation	Entry 1	3	30
34	M/600/6423	Exploring Art	Entry 1	3	30
35	L/600/6428	Exploring Dance	Entry 1	3	30
36	R/600/6432	Exploring Music	Entry 1	3	30
37	Y/600/6268	Health and Fitness	Entry 1	3	30
38	R/504/9254	Horticulture: Identify Parts of a Flowering Plant	Entry 1	1	10
39	Y/504/9255	Horticulture: Sowing Seed in Trays	Entry 1	3	30
40	R/600/6222	Make a Simple Meal	Entry 1	3	30
41	H/600/6225	Recycling, Managing Waste	Entry 1	2	20
42	A/600/6201	Kitchen Hygiene	Entry 1	1	10

## Pearson Edexcel Entry Level Award in Skills for Supported Employment (Entry 1)

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The learner will need to meet the requirements outlined in the table below before Pearson can award the qualification.

Minimum number of credits that must be achieved	6
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Unit	Unit Reference Number	Units	Level	Credit	Guided learning hours
27	J/502/4450	Developing Skills for the Workplace: Getting Things Done	Entry 1	4	40
28	R/502/4449	Developing Skills for the Workplace: Following Instructions	Entry 1	2	20
29	L/502/4451	Developing Skills for the Workplace: Health and Safety	Entry 1	2	20
30	R/502/4452	Developing Skills for the Workplace: Looking and Acting the Part	Entry 1	2	20

## 5 Assessment

In the Pearson Edexcel Entry 1 qualifications all units are internally assessed. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria which must be used. To achieve a 'pass' a learner must have satisfied all the assessment criteria.

### Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria
- achieve the learning outcomes.

Guidance on ways that learners can achieve the assessment criteria is given in each unit.

Assessment of learning for Pearson Edexcel Entry 1 qualifications must make use of the Entry 1 Continuum of Achievement. Providers will be required to record judgements on the Entry 1 learner transcript and indicate the stage on the Continuum at which the learner has achieved the learning outcomes. The activities carried out by learners to achieve the assessment criteria must be clearly stated on the learner transcript. The Achievement Continuum and extra guidance is set out in Annexe A and a sample transcript has been provided in this annexe. Centres can use this sample or develop their own. However, records of learners' achievements must be available for internal and external verification.

### Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade .

In Pearson Edexcel Entry 1 qualifications, each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

## 6 Recognising prior learning and achievement

### Recognition of Prior Learning

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Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com)

## 7 Centre recognition and approval

Centres that have not previously offered Pearson qualifications need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications. New centres must complete a *Pearson Vocational Centre & Qualification Approval Form (VCQA)*.

Existing centres get 'automatic approval' for a new qualification if they are already approved for a qualification that is being replaced by the new qualification and the conditions for automatic approval are met. Centres that already hold Edexcel centre approval are able to apply for qualification approval for a different level or different sector via Edexcel Online, up to and including level 3 only.

In some circumstances, qualification approval using Edexcel Online may not be possible. In such cases, guidance is available as to how an approval application may be made.

### Approvals agreement

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All centres are required to enter into an approval agreement that is a formal commitment by the head or principal of a centre to meet all the requirements of the specification and any associated codes, conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

## 8 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. The centre assesses Pearson qualifications. The centre will use quality assurance to make sure that their managers, internal verifiers and assessors are standardised and supported. Pearson use quality assurance to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model will follow one of the processes listed below.

- 1 Delivery of the qualification as part of a BTEC apprenticeship ('single click' registration):
  - an annual visit by a Standards Verifier to review centre-wide quality assurance systems and sampling of internal verification and assessor decisions.
- 2 Delivery of the qualification outside the apprenticeship:
  - an annual visit to the centre by a Centre Quality Reviewer to review centre-wide quality assurance systems
  - Lead Internal Verifier accreditation. This involves online training and standardisation of Lead Internal Verifiers using our OSCA platform, accessed via Edexcel Online. Please note that not all qualifications will include Lead Internal Verifier accreditation. Where this is the case, we will allocate a Standards Verifier annually to conduct postal sampling of internal verification and assessor decisions for the Principal Subject Area.

For further details, go to the *UK BTEC Quality Assurance Handbook* on our website.

## 9 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must make sure that learners have access to the resources identified in the specification and to the subject specialists delivering the units.

Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to make sure a course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- developing up-to-date and relevant teaching materials that make use of scenarios that are relevant to the sector
- giving learners the opportunity to apply their learning in practical activities
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- making full use of the variety of experience of work and life that learners bring to the programme.

Centres must make sure that any legislation is up to date and current.



## 10 Access and recruitment

Pearson's policy regarding access to our qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all those wishing to access the qualifications.

Centres are required to recruit learners to BTEC specialist qualifications with integrity.

Applicants will need relevant information and advice about the qualification to make sure it meets their needs.

Centres should review the applicant's prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to the learner during teaching and assessment of the qualification. The review must take account of the information and guidance in *Section 11 Access to qualifications for learners with disabilities or specific needs*.

Learners may be aged between 14 and 16 and therefore potentially vulnerable.

Where learners are required to spend time and be assessed in work settings, it is the centre's responsibility to ensure that the work environment they go into is safe.

## 11 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires all learners to have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification. Please see the information on reasonable adjustments and special consideration in *Section 4, Assessment*.

Learners taking a qualification may be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

## 12 Units

Units have the following sections.

### Unit title

This is the formal title of the unit that will appear on the learner's certificate.

### Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

### Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

### Credit value

When a learner achieves a unit, they gain the specified number of credits.

### Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

### Unit aim

This gives a summary of what the unit aims to do.

### Guidance on degree within the assessment criteria

This section serves as an introduction to the learning outcomes and assessment criteria and points out that there are a range of ways in which learners might meet the assessment criteria. It may also highlight the suitability of the unit for learners who may be functioning at a particular stage on the Achievement Continuum, if appropriate (see *Annexe A*).

### Learning outcomes

Learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.

## **Assessment criteria**

Assessment criteria specify the standard required by the learner to achieve each learning outcome.

## **Possible ways of demonstrating that the criteria have been met**

This is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria, and shows how Entry 1 learners can achieve an assessment criterion at different stages on the Achievement Continuum. These responses in turn will be embedded in a variety of contexts/learning opportunities.

# Unit 1: Developing Communication Skills

**Unit reference number:** F/502/4317

**Level:** Entry 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access the Functional Skills in English at Entry 1) with the opportunity to have their achievements in relation to developing communication skills recognised.

## Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *development to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Listen and respond to other people	1.1	Show understanding in their response to what they have heard	<ul style="list-style-type: none"> <li>• single word, sign or symbol responses to key words in context</li> <li>• responding to simple prompts, questions, requests and instructions</li> <li>• demonstrably paying attention</li> <li>• answering simple questions about a range of personal information</li> <li>• listening to and following brief narratives</li> </ul> <p>In the earlier stages of the Achievement 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	Speak (or use other means) to communicate with other people	2.1	Use words, signs, phrases, objects or symbols to communicate	<ul style="list-style-type: none"> <li>• repeating single words, signs and symbols and using these with familiar people</li> <li>• making simple requests and joining in with music or rhyme</li> <li>• using short phrases and asking simple questions</li> <li>• referring to past, present and future events and using conjunctions</li> <li>• using vocabulary to convey meaning which goes beyond words of purely personal significance</li> </ul> <p>In the earlier stages of the Achievement Continuum, learners will be communicating with familiar people. In the later stages, they will begin to communicate with those they do not know well or even with those that they are meeting for the first time.</p>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
3	Engage in discussion with other people	3.1	Share ideas or preferences with others	<ul style="list-style-type: none"> <li>• using single words, signs or symbols</li> <li>• presenting single concepts, ideas or preferences by combining two or three words, signs or symbols</li> <li>• taking part in one-to-one and group discussions</li> <li>• taking part in conversations and role play</li> <li>• proactively contributing to a range of oral interactions on a simple idea or subject</li> </ul> <p>In the earlier stages of the Achievement 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>

## Unit 2: Developing Reading Skills

Unit reference number: F/502/4320

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access the Functional Skills in English at Entry 1) with the opportunity to have recognised their achievements in relation to developing reading skills.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *development to application* stages on the Achievement Continuum.**

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.



## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Show some interest in reading	1.1	Demonstrate an interest in texts	<ul style="list-style-type: none"><li>• handling books</li><li>• choosing a book or magazine</li><li>• looking at symbols, objects or pictures while listening to someone read</li><li>• expressing preferences about texts</li></ul>
2	Show some response to reading	2.1	Demonstrate some understanding of what is being read	<p>Learners might demonstrate their understanding by:</p> <ul style="list-style-type: none"><li>• listening to a text being read and responding (e.g. by laughing at something they find funny)</li><li>• communicating about people, characters, events or images from texts with which they are familiar (these might be image based rather than word-based texts)</li><li>• distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning</li><li>• understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page</li><li>• communicating about aspects of texts they have heard read</li><li>• understanding that different texts have different purposes (eg information in a timetable; story/entertainment in a novel).</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
3	Recognise objects and symbols	3.1	Match objects to symbols, letters or words	<ul style="list-style-type: none"> <li>• matching similar and identical objects, symbols, signs and words</li> <li>• re-reading some of their own commonly-used symbols and marks</li> <li>• recognising or reading and selecting a combination of up to five words, signs or symbols linked to their personal vocabulary</li> <li>• recognising most of the letters of the alphabet fairly consistently and up to 10 words, signs or symbols linked to their personal vocabulary</li> <li>• 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</li> </ul>

## Unit 3: Developing Writing Skills

**Unit reference number:** R/502/4323

**Level:** Entry 1

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access the Functional Skills in English at Entry 1) with the opportunity to have their achievements recognised in relation to developing writing skills.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *development to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"><li>• showing an awareness that marks and symbols can have meaning</li><li>• being able to choose, with support, symbols and/or signs for use in personal writing</li><li>• understanding in contexts related to personal information, that particular symbols, signs or words have particular meanings</li><li>• with support, using own symbols, signs or words to label particular objects</li><li>• understanding that symbols, signs or words can represent unfamiliar meanings and be able to match some of these to people, objects or places</li><li>• understanding that images, signs, symbols and words convey information for different purposes</li><li>• with support, writing short texts using images, signs, symbols familiar words and letters to communicate meaning for different simple purposes</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
2	Be able to use marks, symbols, signs or words to communicate	2.1	Communicate using marks, symbols, signs or words	<ul style="list-style-type: none"> <li>• making marks or symbols in their preferred mode of communication</li> <li>• selecting appropriate symbols, objects or signs to convey meaning</li> <li>• with support, tracing, overwriting and copying under/over a model, making horizontal, vertical and circular lines to make symbols or signs</li> <li>• understanding the difference between letters, words, signs and symbols</li> <li>• tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols related to their name</li> <li>• with some inconsistencies writing from left to right and from top to bottom</li> <li>• forming some letters correctly and grouping them, leaving spaces in between them</li> <li>• make a shopping list using symbols</li> <li>• make a mark on art or craft work to identify ownership</li> <li>• 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</li> <li>• 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</li> </ul>

## Unit 4: Developing ICT Skills

Unit reference number: Y/502/4324

Level: Entry 1

Credit value: 4

Guided learning hours: 40

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access the Functional Skills in ICT at Entry 1) with the opportunity to have their achievements in relation to developing ICT skills recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *development to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Use ICT to control the environment	1.1	Effect change in their own environment, using ICT	<ul style="list-style-type: none"><li>• showing an awareness of a switch</li><li>• activating a switch through a reflex movement</li><li>• accepting hand-on-hand guidance to use a switch</li><li>• responding to an image or sound when activated by chance</li><li>• connecting the use of a switch to the action it causes</li><li>• using a switch to build an image, repeating presses until image is complete</li><li>• using switches in a variety of tools to effect different actions</li></ul>
2	Use ICT as a source of information	2.1	Gain information through ICT	<ul style="list-style-type: none"><li>• showing an awareness of ICT-generated audio or visual stimuli</li><li>• demonstrating a response (which may be reflex) to auditory/visual stimuli</li><li>• showing awareness of images, sounds and animations</li><li>• demonstrating preferences for certain sounds and images</li><li>• anticipating certain animations or sounds in familiar sequences</li><li>• tracking movements on a screen</li><li>• using a touch screen</li><li>• using a concept keyboard</li><li>• recognising and using on-screen symbols and images</li><li>• working with a facilitator to retrieve previously stored information (e.g. a person-centred learning plan)</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
				<ul style="list-style-type: none"> <li>• working with a facilitator to access information relevant to the individual on the internet (e.g. TV listings or football club home page) or from a CD ROM</li> <li>• receiving emails and/or texts</li> </ul>
3	Use ICT to communicate or to augment or enable communication	3.1	Communicate using ICT	<ul style="list-style-type: none"> <li>• showing an awareness of ICT-generated audio or visual stimuli; e.g. images, sounds or animations</li> <li>• demonstrating a response (which may be reflex) to auditory/visual stimuli</li> <li>• demonstrating preferences for certain sounds and images</li> <li>• anticipating certain animations or sounds in familiar sequences</li> <li>• tracking movements on a screen</li> <li>• using a touch screen</li> <li>• using a concept keyboard</li> <li>• recognising and using on-screen symbols and images</li> <li>• using enabling technology (e.g. speech synthesiser or voice recognition software)</li> <li>• confirming a choice by pressing an option button (e.g. 'cash' at an ATM)</li> <li>• inputting a pin number (possibly read out to them or by copying from a written version)</li> <li>• working with a facilitator to input information into a document in the form of words, symbols or pictures</li> <li>• working with a facilitator to send emails and/or texts</li> </ul>



## Unit 5: Early Mathematics: Developing Number Skills

**Unit reference number:** D/502/4325

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access Functional Skills in Mathematics at Entry 1) with the opportunity to have their achievements in relation to number recognised.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *development to consolidation* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Participate in activities involving numbers	1.1	Engage in activities relating to counting in whole numbers	<ul style="list-style-type: none"> <li>• showing an interest in counting and other number activities</li> <li>• joining in rote counting to three and indicating an awareness of one and two</li> <li>• joining in rote counting to five, counting reliably to three and recognising numerals one, two and three</li> <li>• joining in rote counting to 10, counting reliably to five, such as by grouping objects into a set of five</li> <li>• recognising, identifying and using numerals from one to five, sometimes inconsistently</li> <li>• adding and subtracting single-digit numbers reliably to three and with support to five</li> <li>• using ordinal numbers of first and second when describing position</li> <li>• recognising the symbols =, + and – and understanding how they are applied, with some inconsistency</li> <li>• continuing rote counting onwards from a given small number</li> <li>• counting reliably up to five and with some inconsistencies to 10 objects</li> <li>• comparing two given numbers of objects to five, saying which is more and which is less</li> <li>• recognising, knowing the value of, using and writing numerals from 0 to 10 with some inconsistencies</li> <li>• relating numbers to collections of objects reliably to five and with support to 10</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
				<ul style="list-style-type: none"> <li>• adding and subtracting single-digit numbers reliably to five and with support to 10</li> <li>• using ordinal numbers, from first to fifth when describing position</li> <li>• recognising and applying +, – and = such as when working with a calculator to input numbers from 0 – 10</li> </ul>
2	Be aware of numbers in given contexts	2.1	Recognise the use of numbers in familiar contexts	<ul style="list-style-type: none"> <li>• 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</li> </ul>

## Unit 6: Early Mathematics: Position

**Unit reference number:** K/502/4327

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access Functional Skills in Mathematics at Entry 1) the opportunity to have their achievements in relation to position recognised.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *development to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Have an awareness of position	1.1	Demonstrate an awareness of position	<ul style="list-style-type: none"><li>• understanding object permanence</li><li>• investigating positions through activities such as lining up objects</li><li>• understanding simple words, signs and symbols to describe position such as in, out, on</li><li>• 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 and back</li><li>• understanding and applying simple positional vocabulary and simple statements about direction of movement</li></ul>

## Unit 7: Early Mathematics: Shape

Unit reference number: T/502/4329

Level: Entry 1

Credit value: 2

Guided learning hours: 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access Functional Skills in Mathematics at Entry 1) with the opportunity to have their achievements in relation to position recognised.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *development to consolidation* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Have an awareness of shape	1.1	Demonstrate an awareness of shape	<ul style="list-style-type: none"><li>• joining in with stacking objects</li><li>• understanding that objects have names relating to shape and using some of these, albeit inconsistently</li><li>• 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</li><li>• recognising common 2D and 3D shapes and describing their shape, size and attributes using simple terms such as straight, curved, flat, circle, square</li><li>• identifying and selecting shapes to make simple models, pictures and patterns</li></ul>

## Unit 8: Early Mathematics: Measure

Unit reference number: M/502/4331

Level: Entry 1

Credit value: 2

Guided learning hours: 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access Functional Skills in Mathematics at Entry 1) with the opportunity to have their achievements in relation to common measures recognised.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *development to consolidation* stages on the Achievement Continuum.**

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.



## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Have an awareness of common measures	1.1	Demonstrate an awareness of common measures	<ul style="list-style-type: none"> <li>• showing an interest in the size of objects in a collection</li> <li>• 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)</li> <li>• understanding simple vocabulary including big, small, long, short</li> <li>• with support, making direct statements about size, length, weight and capacity of objects</li> <li>• understanding the concept of more and fewer when dealing with quantities of up to five objects</li> <li>• recognising the names of the days of the week and significant times of the day</li> <li>• identifying, by testing, heavy and light and large and small items from a collection of five to 10 objects</li> <li>• identifying the capacity of containers in use, using simple vocabulary (e.g. full and empty, some in, some gone)</li> <li>• understanding the difference in 2D and 3D objects between measures of weight and measures of volume</li> <li>• understanding and using some simple words, signs and symbols that describe quantity, such as more or less</li> <li>• recognising coins up to 20p and notes up to £10</li> <li>• relating familiar events to the days of the week or to significant times in the day</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
				<ul style="list-style-type: none"> <li>describing and comparing differences in size, lengths, heights, weights, capacities and volumes between two items, where the difference is marked (e.g. using words, signs 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)</li> <li>recognising and selecting coins up to £2 and notes up to £10</li> </ul>

## Unit 9: Early Mathematics: Sequencing and Sorting

Unit reference number: T/502/4332

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (but who are not able to access Functional Skills in Mathematics at Entry 1) the opportunity to have their achievements in relation to sequencing and sorting recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *development to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be aware of sequence	1.1	Recognise aspects of a sequence	<ul style="list-style-type: none"> <li>anticipating, following and joining in familiar activities when given contextual cues</li> <li>demonstrating an awareness of changes in shape, position and quantity</li> <li>demonstrating awareness of cause and effect in familiar activities</li> <li>with support, copying simple patterns</li> <li>with support, following and repeating simple sequences of up to three steps</li> <li>creating numerically ordered lists of up to three items reliably and up to five with some inconsistencies</li> </ul>
2	Be able to sort data	2.1	Engage in sorting data by a single criterion	<ul style="list-style-type: none"> <li>selecting objects with support and some inconsistencies, by a single given criterion (e.g. colour)</li> <li>making simple equivalent sets (e.g. by stacking two chairs) with support and some inconsistencies</li> <li>making simple corresponding sets (e.g. by matching symbols to objects) with support and some inconsistencies</li> <li>grouping objects into sets, using a single given criterion with some inconsistencies when working with up to five objects</li> <li>identifying objects and materials by a single given criterion when the difference is marked</li> <li>identifying the odd one out in a familiar collection using a single given criterion</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
				<ul style="list-style-type: none"> <li>• Solving given problems involving numbers up to three and with support to five</li> <li>• recognising, describing and creating lists of up to five items that are ordered numerically, alphabetically, by pattern or sequence</li> <li>• sorting objects, from collections of up to five and with support to 10, by a single criterion</li> <li>• using simple representations or diagrams such as a number line for counting numbers up to 10</li> <li>• solving given problems involving numbers up to five and with support to 10</li> <li>• estimating up to five and with support to 10 numbers of objects and people and checking by counting</li> </ul>

# Unit 10: Understanding What Money is Used For

Unit reference number: D/600/0438

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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## Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to understanding what money is used for recognised.

## Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. The activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the **Early Awareness** of **Active Involvement** stages on the **Achievement Continuum**.

The examples provided are just that; learners may demonstrate their ability to meet the criteria in other ways.

Learners are **not** expected to undertake all these activities in order to meet the assessment criteria. The examples given relate to the full range of stages on the Achievement Continuum covered by the unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Have an awareness of the use of money	1.1	Identify money from other items	<ul style="list-style-type: none"> <li>• separate coins from other items</li> <li>• examine, touch, handle money/coins</li> <li>• when prompted indicate a coin from a choice of two dissimilar items</li> <li>• from a range of dissimilar items select a coin</li> <li>• from a range of dissimilar textured but similar shaped items select a coin</li> <li>• from a range of similar shaped and textured items select coins</li> <li>• from a range of similar shaped and textured items select both coins and notes</li> </ul>
		1.2	Identify uses of money	<ul style="list-style-type: none"> <li>• indicate places where money is used</li> <li>• indicate things that you need money for</li> <li>• give examples of what money is used for, ie exchange of goods and services</li> <li>• state the consequences of not having any money</li> <li>• recognise the need for transactions</li> <li>• show an awareness that money is required to purchase an item in a shop</li> <li>• knowing they need to take money when shopping</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		1.3	Use money in realistic situations	<ul style="list-style-type: none"> <li>• select goods/services and offer money, with varying degrees of prompts and support in line with the Achievement Continuum</li> <li>• select goods/services and produce any offer money at the appropriate place and time, secure any shopping and secure remaining money</li> <li>• accept support of others to make a transaction</li> <li>• pay with money for goods</li> </ul>



# Unit 11: Developing Independent Living Skills: Having your Say

**Unit reference number:** H/502/4164

**Level:** Entry 1

**Credit value:** 3

**Guided learning hours:** 30

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## Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in relation to developing the skills which will enable them to exert some control over their own lives recognised.

## Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *interest to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Express preferences about their lifestyle	1.1	Take part in making choices about aspects of their own life	<ul style="list-style-type: none"> <li>vocalising or gesturing in response to a person, object or event to indicate like or dislike</li> <li>showing consistent preferences (e.g. for flavours or a particular room or seat)</li> <li>demonstrating an understanding of cause and effect (ie by making a choice, they cause something to happen)</li> <li>indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)</li> <li>requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff)</li> <li>using actions, gestures or single words to indicate choice between two given options</li> <li>listening to options communicated by others</li> <li>identifying two options that they might take in a given situation (share a room/have own room)</li> <li>speak or otherwise communicate to indicate a choice from options</li> </ul> <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 Achievement Continuum at which the learner is working.</p>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"> <li>• vocalising or gesturing in response to a person, object or event to indicate like or dislike</li> <li>• showing consistent preferences (e.g. for a type of music or a particular texture)</li> <li>• indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)</li> <li>• requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff)</li> <li>• using actions, gestures or single words to indicate choice between two given options (e.g. a trip to the shops or to the cinema)</li> <li>• listening to options communicated by others</li> <li>• identifying two options that they might take in a given situation (e.g. stay at home or go to a swimming session at the leisure centre)</li> <li>• 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)</li> </ul> <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 Achievement Continuum at which the learner is working.</p>

## Unit 12: Developing Independent Living Skills: Keeping Safe

Unit reference number: K/502/4165

Level: Entry 1

Credit value: 2

Guided learning hours: 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in relation to being able to maintain a safe and healthy home recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the supported *participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Know that it is important to keep themselves safe	1.1	Recognise key factors in keeping themselves safe	<ul style="list-style-type: none"><li>• acknowledge safety information around the home and in the community</li><li>• identify some key safety signs or symbols</li><li>• recall some health and safety advice/information they have been given</li><li>• respond to health and safety advice/guidance, for example fire alarm, crossing the road, stranger danger etc</li></ul>
2	Be able to observe safe practices	2.1	Follow simple personal safety routines	<ul style="list-style-type: none"><li>• accepting the support of others to keep safe (e.g. by agreeing to be accompanied on a trip)</li><li>• following simple instructions to act safely</li><li>• following simple routines to be safe (e.g. telling someone where they are going, locking the door before leaving, taking keys with them)</li><li>• following simple road safety routines (e.g. finding and pressing the button, crossing when 'green man' appears)</li><li>• remembering and putting into practice simple safety guidelines explained to them on a previous occasion (e.g. not talking to strangers)</li><li>• knowing that the personal safety guidance is designed to protect them</li></ul>

# Unit 13: Developing Independent Living Skills: Looking After Your Own Home

Unit reference number: M/502/4166

Level: Entry 1

Credit value: 2

Guided learning hours: 20

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## Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in relation to being able to maintain a safe and healthy home recognised.

## Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the supported *participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"> <li>• helping a carer or support worker in a routine activity (e.g. folding a sheet by holding onto its corners)</li> <li>• following a simple instruction (e.g. to push the start button on the vacuum cleaner)</li> <li>• participating through a complete activity (e.g. helping to sort washing, load and unload machine)</li> <li>• initiating involvement (e.g. putting dirty dishes into a dishwasher)</li> <li>• independently completing a stage of a task (e.g. sorting coloured from white washing)</li> <li>• following simple sequences to complete straightforward tasks</li> <li>• undertaking activities because they understand that living independently means taking responsibility for keeping a home clean and safe</li> <li>• undertaking activities because they understand that keeping a home clean and safe helps them to be healthy and safe</li> </ul> <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>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		1.2	Follow basic safety rules to ensure that their home is safe	<ul style="list-style-type: none"> <li>• 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)</li> <li>• following a one-step instruction to act safely (e.g. 'now close the lid')</li> <li>• following direct prompts to act safely (e.g. turning off a tap after use when a member of staff says 'tap')</li> <li>• independently undertaking a one-step safety activity (e.g. lock door before going to bed)</li> <li>• following a set of safety instructions with two steps</li> <li>• following simple routines (e.g. on leaving house, switch off lights, lock door and check that it is locked)</li> <li>• observing rules because they understand that the safety rules are there to protect them from danger</li> </ul> <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>



## Unit 14: Developing Independent Living Skills: Being Healthy

**Unit reference number:** A/502/4168

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in relation to being able to keep themselves as healthy as is possible recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *interest to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be involved in keeping themselves healthy	1.1	Take part in activities that contribute to keeping themselves healthy	<ul style="list-style-type: none"><li>• accepting the support of others to keep healthy (e.g. by tolerating a personal care routine)</li><li>• following simple instructions to act healthily (e.g. guidance from a physiotherapist)</li><li>• making choices to be healthy (e.g. deciding to go to a swimming class)</li><li>• independently undertaking a simple activity intended to help keep them healthy</li><li>• following simple healthy routines (e.g. washing hands before eating, eating a given balanced meal)</li><li>• making decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive)</li><li>• undertaking activities because they understand that the activities contribute to keeping them healthy</li></ul> <p>The activities might relate to personal hygiene, taking of medication, exercise or diet, as appropriate to the learner's personal circumstances.</p>

## Unit 15: Developing Community Participation Skills: Getting Out and About

**Unit reference number:** F/502/4169

**Level:** Entry 1

**Credit value:** 5

**Guided learning hours:** 50

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to developing the skills they need to make maximum use of their local community recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"> <li>acknowledging the presence of others in a familiar setting (e.g. a learning group, a family)</li> <li>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)</li> <li>being able to identify a group within a familiar setting (e.g. a school as a community)</li> <li>acknowledging that there are other people beyond their familiar settings and that both these people and the learner can all belong to a bigger group based on locality (e.g. a village or town as a community)</li> <li>being aware that they can use the services offered by the community (e.g. by going to the cinema)</li> <li>being aware that they can contribute to the community (e.g. by volunteering in a community project)</li> <li>making simple choices about being involved in the community</li> <li>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)</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"> <li>• cooperating with a carer or support worker to use a facility</li> <li>• expressing an opinion on a leisure service (verbally or through gesture)</li> <li>• indicating preferences between one given leisure service and another (e.g. swimming baths, football match)</li> <li>• following simple verbal instructions to make use of a service (e.g. 'put your card in the slot')</li> <li>• observing simple conventions to use services (e.g. waiting in a queue)</li> <li>• taking the right equipment and clothing (either selecting it themselves or with support or by taking given items)</li> <li>• 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)</li> </ul>
3	Use local shops	3.1	Show that they can use local shops	<ul style="list-style-type: none"> <li>• cooperating with a carer or support worker to use a shop</li> <li>• expressing likes and dislikes in a shop (e.g. rejecting an item placed in basket by carer)</li> <li>• expressing preferences (e.g. between one item and another)</li> <li>• following simple verbal instructions to buy an item (e.g. 'put the bread in the basket')</li> <li>• observing simple conventions relating to shopping (e.g. waiting in a queue)</li> <li>• 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)</li> <li>• following simple routines (e.g. presenting shopping, handing over money, waiting for change)</li> <li>• using a shopping list (pictorial or otherwise)</li> <li>• understanding that different shops sell different things</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"> <li>• cooperating with a carer or support worker to visit a café, restaurant or bar</li> <li>• expressing likes and dislikes in an eating or drinking place (e.g. rejecting a given drink)</li> <li>• expressing preferences (e.g. between menu items)</li> <li>• following simple verbal or signed instructions (e.g. to order food)</li> <li>• observing simple conventions for the venue (e.g. waiting to be seated, paying before getting food in a take-away)</li> <li>• following simple routines (e.g. making an order, waiting for food, waiting for bill)</li> <li>• understanding that different outlets provide different food and drinks (e.g. pub sells alcohol, café sells tea and coffee)</li> </ul>

## Unit 16: Travel Within the Community: Going Places

**Unit reference number:** A/502/4171

**Level:** Entry 1

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to developing the skills they need to travel within their local community recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Travel within their own community	1.1	Make journeys within their local community, whether on foot or by public or private transport	<ul style="list-style-type: none"><li>• cooperating 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)</li><li>• identifying different small stages of a routine journey (e.g. knowing to turn right into the leisure centre, after being guided to that point)</li><li>• making routine, short journeys in a sheltered setting (e.g. within the college)</li><li>• requesting a journey (e.g. how to get home) by prompting either verbally or through an alternative method</li><li>• 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 the button, walking when green man appears)</li><li>• with guidance, selecting the most appropriate form of transport from given options</li></ul>



## Unit 17: Using Local Health Services

Unit reference number: F/502/4172

Level: Entry 1

Credit value: 2

Guided learning hours: 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to being able to access local health services recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"><li>• cooperating with a carer or support worker to attend an appointment</li><li>• presenting themselves appropriately (e.g. allowing a carer to carry out personal care in advance, choosing suitable clothes)</li><li>• leaving and arriving on time for an appointment (whether with or without prompting or by following direct instructions)</li><li>• understanding that the appointment is intended to help them be healthy</li><li>• linking the provider to the service (e.g. dentist deals with teeth)</li><li>• following simple instructions to make an appointment at a health service provider</li><li>• following given procedures in a waiting room (e.g. taking a ticket, presenting themselves to a receptionist, waiting their turn)</li></ul>

## Unit 18: Developing Learning Skills: Learning to Learn

**Unit reference number:** A/502/4154

**Level:** Entry 1

**Credit value:** 5

**Guided learning hours:** 50

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to developing their learning skills recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Identify strengths and weaknesses in relation to learning	1.1	Recognise what they are good at and what they find difficult	<ul style="list-style-type: none"> <li>vocalising or gesturing in response to another's direct questioning about their strengths and weaknesses (e.g. 'are you finding this hard?')</li> <li>using actions, gestures or words to indicate that they find something easy or difficult while engaged in the related activity</li> <li>indicating in interactions with others, from a number of skills or activities suggested to them which they find difficult and which they find easy</li> <li>in supported one-to-one interactions, volunteer something they consider themselves good at and something which they find difficult</li> </ul>
2	Express preferences about learning	2.1	Communicate what they like and what they dislike in relation to learning	<ul style="list-style-type: none"> <li>vocalising or gesturing in response to a particular person, situation, or activity to indicate like or dislike</li> <li>showing consistent preferences (e.g. for working with a particular staff member or for a particular type of activity)</li> <li>using actions, gestures or words to indicate a preference for one given learning option over another (e.g. an inside or outside activity; group or pair work; working with clay or painting)</li> <li>requesting preferred events or activities without prompting (e.g. by selecting an object and taking it to a member of staff)</li> <li>independently selecting preferred options</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
				<ul style="list-style-type: none"> <li>• 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')</li> </ul> <p>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	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	<p>Learners might contribute to interactions about their learning by:</p> <ul style="list-style-type: none"> <li>• using single words, signs or symbols to respond to a suggested approach (e.g. a suggested activity, learning group or class)</li> <li>• 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</li> <li>• taking part in one-to-one interactions to identify and select learning options about what they want to learn and why</li> <li>• identifying options in relation to learning and with support making a choice between them</li> <li>• using their identified likes and dislikes and aspirations to help make decisions about their learning</li> </ul>
4	Get help with their learning	4.1	Understand how to access sources of support	<p>Learners might demonstrate their understanding by:</p> <ul style="list-style-type: none"> <li>• accepting help from familiar people (e.g. tutors, peers, family members)</li> <li>• recognising that familiar people can be sources of support</li> <li>• indicating that they need help</li> <li>• recognising and being able to find on-site sources of support (e.g. learning support centre, library, personal tutor's office)</li> <li>• linking sources of support to the type of support that they offer (e.g. IT technician for computer problems, learning support assistant for access to a particular resource)</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
5	Be involved in producing and reviewing a person-centred learning plan	5.1	Contribute to setting and monitoring targets for their own learning	<p>Learners might contribute to target-setting and monitoring by:</p> <ul style="list-style-type: none"> <li>• listening and responding to a suggested target or set of targets</li> <li>• using signs, symbols or words to communicate a longer term aspiration or short term goal – these may not be entirely realistic in their first iteration (e.g. 'I want to be a teacher, I want to go to the shop on my own')</li> <li>• using signs, symbols or words to suggest a target (which may not be entirely realistic in its first iteration)</li> <li>• listening and responding to a tutor's assessment of their progress towards a target</li> <li>• taking part in straightforward one-to-one discussions about selecting a target that matches their aspirations and reviewing progress towards that target</li> <li>• answering straightforward, closed questions about the progress that they are making (e.g. 'Are you finding it easier to use the keyboard?'; 'How many times have you been outside this week?')</li> <li>• selecting a target from options presented to them (all tailored to meet the learner's needs, interests and aspirations)</li> <li>• negotiating or agreeing an appropriate target or set of targets</li> <li>• making straightforward comments about their progress in response to general questions such as 'how are you getting on?' (e.g. 'I have been to the workshop twice', 'I don't mind working with Joe now')</li> </ul>

## Unit 19: Dealing With Problems

Unit reference number: Y/502/4159

Level: Entry 1

Credit value: 4

Guided learning hours: 40

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to recognising when problems arise and developing approaches to resolving problems recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *interest to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be aware of problems when they arise	1.1	Recognise when they have a problem	<ul style="list-style-type: none"> <li>demonstrating an awareness of change in their environment (e.g. a cup is not where it usually is)</li> <li>repeated attempts (not necessarily successful) to do something (e.g. trying to reach or grasp an object)</li> <li>acknowledging that there is a problem to solve when it is pointed out to them (e.g. when asked 'are you stuck?')</li> <li>communicating verbally or otherwise that they don't know what to do next need help</li> <li>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)</li> <li>stating verbally or otherwise that they have a problem</li> </ul>
2	Come up with a solution to a problem	2.1	Identify sources of help	<ul style="list-style-type: none"> <li>accepting help from familiar people (e.g. tutors, peers, family members)</li> <li>recognising familiar people as sources of help</li> <li>understanding that help can be provided through different means (e.g. people, help lines, websites, leaflets)</li> <li>finding out about agencies and external bodies that can provide help (e.g. a GP, an advocacy group)</li> <li>with support, matching agencies and external bodies of key significance to the kinds of help they can provide (e.g. a health visitor to a new parent)</li> </ul>



Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		2.2	Select a solution	<ul style="list-style-type: none"> <li>• demonstrating an awareness of cause and effect of their own actions (e.g. by throwing an object to attract attention)</li> <li>• listening and responding to suggested solutions</li> <li>• being prompted to suggest solutions (not all of which will be appropriate)</li> <li>• choosing an appropriate solution from a set of given alternatives, independently or with prompting</li> <li>• copying the actions of others to see if they can be used to solve their particular problem, not always successfully</li> <li>• 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?')</li> <li>• suggesting a workable solution to a straightforward problem (but not necessarily the most appropriate)</li> <li>• 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)</li> <li>• identifying an appropriate solution by recalling what they did in a previous, similar situation (e.g. remembering what they did last time they got lost at college)</li> </ul> <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 assessment criterion above.</p>

## Unit 20: Getting on With Other People

Unit reference number: L/502/4160

**Level:** **Entry 1**

**Credit value:** 4

**Guided learning hours: 40**

## Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to developing the skills needed to work with or alongside other people recognised.

## Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *early awareness to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Interact with others	1.1	Listen and respond to others	<ul style="list-style-type: none"> <li>• demonstrating an awareness of the presence of others</li> <li>• tracking the actions or movements of others</li> <li>• focusing attention on the person speaking</li> <li>• using single word, sign or symbol responses to key words in context</li> <li>• responding to simple prompts, questions, requests and instructions</li> <li>• demonstrably paying attention</li> <li>• answering simple questions about a range of personal information</li> <li>• listening to and following brief narratives or explanations</li> <li>• 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)</li> </ul>
		1.2	Communicate with others	<ul style="list-style-type: none"> <li>• vocalising or gesturing to express feelings towards a person (e.g. with a smile or by turning away)</li> <li>• using single words, signs and symbols and with familiar people</li> <li>• making simple requests and joining in with music or rhyme</li> <li>• using short phrases and asking simple questions</li> <li>• referring to past, present and future events</li> <li>• using vocabulary to convey meaning which goes beyond words of purely personal significance</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
2	Take part in group activity	2.1	Follow instructions from others	<ul style="list-style-type: none"> <li>• tolerating the actions of others to ensure that they are doing as instructed</li> <li>• being guided physically or with repeated verbal prompts from a familiar person</li> <li>• listening to and comprehending simple instructions based on one, two or three key words or signs</li> <li>• being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out</li> <li>• listening to and following simple instructions containing single steps from familiar people</li> <li>• completing a straightforward task by following single step stages</li> </ul>
		2.2	Accept, ask for or offer help	<ul style="list-style-type: none"> <li>• 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</li> <li>• indicating a need for help using a single sign, symbol or word</li> <li>• asking for help by seeking out an appropriate person, using a short phrase to communicate the type of help needed</li> <li>• providing help when prompted by others (e.g. holding a door open for another learner when asked to do so by staff)</li> <li>• offering help without prompting (e.g. picking up something dropped by another learner and returning it to them)</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		2.3	Engage in an activity involving two or more people	<ul style="list-style-type: none"> <li>• sharing their personal space with another person</li> <li>• tracking the actions of those involved in the activity</li> <li>• electing to join a group</li> <li>• being supported to participate in an activity with others</li> <li>• communicating about the activity with a familiar person using single ideas or preferences</li> <li>• performing a single-step task which contributes to a larger group goal (e.g. doing the artwork for a poster to advertise an event)</li> <li>• asking and answering simple questions of peers or member of staff (e.g. 'what do I do next?')</li> <li>• following simple instructions from a group leader</li> </ul> <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>
		2.4	Take account of other group members	<ul style="list-style-type: none"> <li>• sharing personal space with others</li> <li>• focusing on group members</li> <li>• cooperating in a group to listen to (or not detract from) the course of discussions</li> <li>• taking turns in activities or discussion</li> <li>• waiting their turn to ask for help or to receive attention</li> <li>• acknowledging the ideas or preferences of other group members</li> <li>• responding to the contributions of other group members (e.g. by agreeing or disagreeing on a proposed activity)</li> </ul>

## Unit 21: Developing Self-awareness: All About Me

Unit reference number: Y/502/4422

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in relation to developing self-awareness recognised.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *early awareness to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be aware of themselves as an individual	1.1	Recognise what makes them individual	<ul style="list-style-type: none"><li>• focusing fleetingly on images of themselves</li><li>• showing interest in their own reflection</li><li>• responding to an image of themselves in a mirror</li><li>• reacting to their name being called</li><li>• identifying themselves in photos</li><li>• recognising and using a sign, symbol or object for self</li><li>• confirming personal details in response to straightforward questions (e.g. 'Are you David?')</li><li>• knowing their own name and some personal details (e.g. parent's name, number of base rooms at college)</li><li>• being aware of their gender, age (e.g. 15 or adult, not child) and other significant defining characteristics (e.g. hair colour or wearing glasses)</li><li>• knowing what they like and dislike</li><li>• understanding their own capabilities (e.g. 'I can use a lift', 'I need to be accompanied when I go to town')</li><li>• identifying what they would like to do in the future</li><li>• identifying what they would like to change or develop about themselves or their situation</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		1.2	Express their individuality	<ul style="list-style-type: none"> <li>expressing emotions (e.g. pleasure, frustration) perhaps through reflex responses, in vocalisation or gesture</li> <li>vocalising or gesturing in response to a person, object or event to indicate like or dislike</li> <li>expressing consistent preferences, (e.g. for flavours or for particular types of activity)</li> <li>requesting events or activities using signs, symbols, objects or words with or without prompting</li> <li>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)</li> <li>communicating information about themselves to others (e.g. 'I'm cold', 'I come to the day centre with my sister')</li> <li>asking for help to do something they wish to achieve</li> <li>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')</li> <li>expressing hopes and aspirations (which may not be entirely realistic in their first iteration)</li> <li>setting targets for themselves (which may not be entirely realistic in their first iteration), with or without support, and sharing these with others</li> </ul>



Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
2	Be aware of their relationship to others	2.1	Recognise how they relate to others	<ul style="list-style-type: none"> <li>• accepting the presence of familiar people</li> <li>• responding (possibly by reflex) to familiar people</li> <li>• showing interest in significant people in their lives (e.g. family members, friends, support workers) either when they are present or when pictured in photographs</li> <li>• being aware that they belong to a family and identifying their place within it (e.g. as mother and daughter, as uncle and brother)</li> <li>• 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)</li> <li>• recognising the roles of different people in their lives (e.g. to teach, to provide different sorts of support, as friends)</li> </ul>

## Unit 22: Rights and Responsibilities: Everybody Matters

Unit reference number: K/502/4439

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earlier stages of the level) the opportunity to have their achievements in relation to recognising their own rights and responsibilities recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *active involvement to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be aware that they have rights as individuals	1.1	Recognise some of their basic rights as an individual	<ul style="list-style-type: none"> <li>• resisting or accepting the support, presence or ideas of others</li> <li>• communicating using their own preferred method of communication</li> <li>• cooperating with an advocate to express themselves</li> <li>• expressing preferences, likes or dislikes or opinions whether in reflex responses, vocalisations, gesture, signs, symbols or words (e.g. in relation to their learning, their support, aspects of their lifestyle)</li> <li>• making choices and decisions, with appropriate degrees of support, as to how they live their lives and what and how they want to learn</li> <li>• making challenges and raising objections to the status quo, with appropriate degrees of support, either through vocalising, 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)</li> <li>• making requests (e.g. to be moved to a different room, to work with a particular support worker, to go on a work placement)</li> <li>• joining clubs and using local services and facilities</li> </ul> <p>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 and to have a meaningful education.</p>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
2	Be aware they have responsibilities as individuals	2.1	Take some responsibility for themselves	<ul style="list-style-type: none"> <li>• accepting the help of others to keep themselves healthy and safe</li> <li>• requesting help to keep healthy and safe or to achieve something they wish to achieve</li> <li>• cooperating or participating to ensure personal care routines are carried out and personal safety codes are observed</li> <li>• 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)</li> <li>• participating in routine tasks with or without prompting in order to achieve something they wish to achieve</li> <li>• 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)</li> <li>• 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)</li> </ul>
		2.2	Recognise some responsibilities that they have towards others	<ul style="list-style-type: none"> <li>• accepting help or support</li> <li>• ensuring their actions do not cause deliberate harm or distress to others</li> <li>• taking turns during an activity</li> <li>• waiting for a support worker to finish with another learner before trying to attract their attention</li> </ul>

## Unit 23: Encountering Experiences: Being a Part of Things

Unit reference number: R/502/4161

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working at the very earliest stage of Entry 1 the opportunity to have their responses to activities and situations which they have encountered recorded.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *encounter* stage on the Achievement Continuum.** The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Encounter activities	1.1	Experience activities and situations	<ul style="list-style-type: none"><li>• being passive or resistant while an activity takes place</li><li>• participating in activities when fully prompted</li></ul>
2	Respond with reflex to experiences	2.1	Give reflex responses to external stimuli	Giving reflex responses as a reaction to: <ul style="list-style-type: none"><li>• a physical experience (e.g. 'too hot' to a drink)</li><li>• an emotional experience (e.g. laughing when they are happy)</li></ul>

## Unit 24: Engaging With the World Around You: People

**Unit reference number:** R/502/4175

**Level:** Entry 1

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

This unit aims to provide learners working at the early stages of Entry 1 the opportunity to have their responses to people recorded.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the early awareness to active involvement stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Interact with people	1.1	Engage with people	<ul style="list-style-type: none"><li>• showing that they are aware that there are other people present (e.g. through a reflex response to the noise that others are making)</li><li>• briefly focusing on a person (e.g. when a tutor is talking directly to them)</li><li>• taking interest in the people around them (e.g. by tracking them as they move around the room)</li><li>• demonstrating response and deliberate reaction to people (e.g. smiling at a person they like)</li><li>• indicating a wish to communicate (e.g. by attempting to vocalise or gesture)</li><li>• initiating communication and indicating that a response is expected (e.g. making a request by vocalising or gesture and waiting for an answer)</li></ul>



## Unit 25: Engaging With the World Around You: Events

Unit reference number: T/502/4203

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working at the early stages of Entry 1 the opportunity to have their responses to events recorded.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the early awareness to active involvement stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Interact with events	1.1	Engage with events	<ul style="list-style-type: none"><li>• 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)</li><li>• briefly focusing on events taking place around them (e.g. in a music session, watching equipment being set up)</li><li>• showing interest in what is happening (e.g. tracking movements, showing signs of excitement or anxiety)</li><li>• demonstrating response and deliberate reaction to an event (e.g. banging a tray to indicate willingness to participate in an activity)</li><li>• 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)</li><li>• remembering learned responses to events (e.g. repeating an action, sound or word in response to a familiar event such as a mealtime)</li><li>• 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</li></ul>

## Unit 26: Engaging With the World Around You: Objects

**Unit reference number:** F/502/4205

**Level:** Entry 1

**Credit value:** 3

**Guided learning hours:** 30

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### Unit aim

This unit aims to provide learners working at the early stages of Entry 1 the opportunity to have their responses to objects recorded.

### Guidance on degree within the assessment criteria

This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at Entry 1. These activities in turn will be embedded in a variety of contexts/learning opportunities. **The degree of achievement is most likely to relate to the *early awareness to active involvement* stages on the Achievement Continuum.**

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. The examples given relate to the full range of stages on the Achievement Continuum covered by the unit.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Interact with objects	1.1	Engage with objects	<ul style="list-style-type: none"><li>• briefly focusing on objects</li><li>• showing an interest in an object (e.g. by watching while someone else uses it)</li><li>• demonstrating a response and deliberate reaction to objects (e.g. by clapping when a tambourine is shaken)</li><li>• supported exploration of objects (e.g. by touching, shaking or dropping it)</li><li>• expressing a preference for one object over another</li><li>• active exploration of objects over an extended period (such as picking up a book, turning the pages and focusing on the pictures)</li></ul>

## Unit 27: Developing Skills for the Workplace: Getting Things Done

**Unit reference number:** J/502/4450

**Level:** Entry 1

**Credit value:** 4

**Guided learning hours:** 40

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to developing the skills needed to engage in activities common to many workplaces recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be involved in decision-making	1.1	Take part in activities which require simple decisions to be made	<ul style="list-style-type: none"> <li>indicating preferences in routine activities (e.g. by showing dislike of particular tasks)</li> <li>showing that they understand that actions have consequences (e.g. by repeating an action which results in the same reaction)</li> <li>making choices between two given alternatives</li> <li>selecting a particular partner or staff member to work with</li> <li>using single words, signs or symbols to indicate a choice from a range of given options</li> <li>identifying two or more options and making a decision to do one thing rather than another</li> </ul>
2	Be involved in problem-solving	2.1	Take part in activities which require straightforward problems to be solved	<ul style="list-style-type: none"> <li>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)</li> <li>accepting or seeking help from an appropriate source (e.g. peer, support worker, employer, website, leaflet)</li> <li>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)</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
3	Work with others	3.1	Engage in straightforward activities which require them to interact with other people	<ul style="list-style-type: none"> <li>• accepting the presence of others</li> <li>• communicating with a familiar person using single ideas or preferences</li> <li>• cooperating in a group to listen and/or respond to (or not detract from) the course of discussions</li> <li>• taking turns in activities or discussion</li> <li>• waiting their turn to ask for help or to receive attention</li> <li>• 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)</li> <li>• following simple instructions from a supervisor</li> <li>• asking for help from an appropriate source</li> </ul>

## Unit 28: Developing Skills for the Workplace: Following Instructions

**Unit reference number:** R/502/4449

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have recognised their achievements in relation to their ability to follow the sorts of instructions they are likely to encounter in the workplace.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.



## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
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	<ul style="list-style-type: none"><li>• being guided physically or with repeated verbal prompts from a familiar person</li><li>• listening to and comprehending simple instructions based on one, two or three key words or signs</li><li>• being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out</li><li>• listening to and following simple instructions containing single steps from familiar people</li><li>• completing a straightforward task by following single-step stages</li></ul>

## Unit 29: Developing Skills for the Workplace: Health and Safety

**Unit reference number:** L/502/4451

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to recognising the need for healthy and safe practices at work recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Know about healthy and safety at work	1.1	Recognise key features of health and safety in the workplace	<ul style="list-style-type: none"><li>• acknowledging a familiar safety sign when it is pointed out and explained to them</li><li>• identifying some key safety signs and symbols without necessarily being able to interpret their meaning</li><li>• recalling the meaning of some health and safety signs and observing them</li><li>• observing simple workplace health and safety rules (e.g. not running, wearing a hair net)</li><li>• understanding that health and safety rules are put in place to protect people in the workplace</li></ul>

## Unit 30: Developing Skills for the Workplace: Looking and Acting the Part

**Unit reference number:** R/502/4452

**Level:** Entry 1

**Credit value:** 2

**Guided learning hours:** 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have recognised their achievements in relation to being able to present themselves properly, and to be punctual and attend regularly, as preparation for the workplace.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Take some responsibility for themselves in a way that is consistent with workplace expectations	1.1	Present themselves in a manner appropriate to the workplace	<ul style="list-style-type: none"> <li>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)</li> <li>indicating which clothes should be worn from a given choice</li> <li>selecting clothes worn previously for a particular workplace</li> <li>requesting a particular outfit</li> <li>attending to aspects of their own personal care (e.g. hair, teeth)</li> <li>understanding why a particular item of clothing is needed (e.g. hair net to keep hair out of face/off food)</li> <li>understanding why it is important to be clean in some workplaces (e.g. to stop germs spreading)</li> </ul>
		1.2	Demonstrate appropriate time-keeping and attendance	<ul style="list-style-type: none"> <li>cooperating with the person helping them get ready for an activity</li> <li>turning up for and participating in planned activities</li> <li>linking an activity with a particular time of day or day of the week</li> <li>following simple instructions designed to ensure that they turn up on time (e.g. wait in reception after lunch)</li> </ul>

# Unit 31: Basic Cooking Techniques

Unit reference number: J/600/6198

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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## Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements recognised, i.e. their understanding of the different methods of cooking used, the related health and safety issues and recognising the different equipment needed for cooking. Learners will also need to know how to make a dish using different cooking methods.

## Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Understand different methods of cooking	1.1	Identify at least two methods of cooking	<ul style="list-style-type: none"><li>• selecting two cooking methods from a given range of dissimilar activities</li><li>• selecting two cooking methods from a given range of activities associated with food</li><li>• recalling two cooking methods</li></ul>
		1.2	Identify a food that can be cooked using different methods	<ul style="list-style-type: none"><li>• when prompted, using actions, gestures or single words to indicate a food from two given options that can be cooked using two given cooking methods</li><li>• indicating a food from a given range of dissimilar options that can be cooked using two given cooking methods</li><li>• selecting a food from a given range of similar options and identifying two cooking methods which can be used</li></ul>
2	Recognise different equipment needed for cooking	2.1	Identify equipment needed for each of the methods of cooking	<ul style="list-style-type: none"><li>• when prompted, indicating a piece of equipment from a given choice of two items for given methods of cooking</li><li>• identifying and selecting a piece of equipment from a range of items for two given methods of cooking</li><li>• recalling equipment needed for two methods of cooking</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
3	Understand Health and Safety issues relating to different methods	3.1	Identify two safety factors when cooking	<ul style="list-style-type: none"> <li>vocalising or gesturing in response to questioning to identify two safety factors when cooking by different methods</li> <li>recalling two safety factors when cooking</li> </ul>
		3.2	Identify two risks	<ul style="list-style-type: none"> <li>using actions, gestures or single words to indicate two risks when cooking (e.g. cuts, burns) from a given choice of options when prompted</li> <li>recalling two risks when cooking using different methods</li> </ul>
4	Know how to make a dish using different cooking methods	4.1	Participate in using two different cooking methods	<ul style="list-style-type: none"> <li>when prompted, indicating a preference in response to a choice of actions needed to make a dish</li> <li>engaging in shared activities to make a dish using different methods e.g. boiling water to dissolve jelly then place in fridge to set</li> <li>following simple instructions to complete single step stages in making a dish using two different cooking methods</li> <li>independently follow single step stages to make a dish using two different methods</li> </ul>



## Unit 32: Engaging in a Creative Group Project

Unit reference number: H/601/9797

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in being able to participate in a selection of creative group projects and engage in at least one project recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be able to participate in the selection of a creative group project	1.1	Contribute to selecting a creative group project	<ul style="list-style-type: none"><li>• listening to options for a group project communicated by others</li><li>• vocalising or gesturing to indicate like or dislike of choice of options for a group project</li><li>• answering simple questions in response to choices for a group project</li><li>• identifying a preference for a group creative project in response to being offered a choice between two given options</li><li>• acknowledging the ideas or preferences of other group members</li><li>• speaking or otherwise communicating to indicate a choice for a group creative project which they have identified themselves</li></ul>
2	Be able to engage in a creative group project	2.1	Contribute to a creative group project	<ul style="list-style-type: none"><li>• engaging in an activity which contributes to the group project, with support</li><li>• performing a single-step task which contributes to the group project</li><li>• listening to and following instructions containing single steps for an activity for a group project</li><li>• independently completing a straightforward activity for a group project by following simple step stages</li></ul> <p>All these actions must take place in the context of a group creative project and contribute to the achievement of that project.</p>

## Unit 33:                                      Everyday Food and Drink Preparation

Unit reference number: L/600/6204

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their understanding of how to prepare a hot and cold drink and snack recognised. Learners will also need to know how to clean up and store the food and drinks after preparation and keeping safe in the kitchen.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Know how to prepare a hot or cold drink	1.1	Identify what is needed to make a drink	<ul style="list-style-type: none"><li>• when prompted, indicating which resources are needed to make a hot or cold drink from a small choice of resources</li><li>• selecting resources needed to make a hot or cold drink from a range of resources</li><li>• selecting resources needed to make a specified hot or cold drink from a range of resources used to make drinks</li><li>• recalling the resources needed to make a hot or cold drink</li></ul>
		1.2	Assist in making a drink	<ul style="list-style-type: none"><li>• helping a support worker with one step involved in making a drink ( e.g. holding a jug under the tap)</li><li>• listening to and following instructions to complete one step in making a drink</li><li>• follow simple instructions to complete steps to make a drink</li><li>• participating through complete activity to make a drink</li><li>• independently complete a sequence of simple steps to make a drink</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
2	Know how to prepare a snack	2.1	Identify food to make a snack	<ul style="list-style-type: none"> <li>when prompted indicating which food is needed to make a specified snack from a small choice of foods</li> <li>selecting food needed to make a specified snack from a range of foods</li> <li>recalling the food needed to make a specified snack</li> </ul>
		2.2	Assist in making a snack	<ul style="list-style-type: none"> <li>helping a support worker with one step involved in making a snack (e.g. placing bread in toaster )</li> <li>listening to and following instructions to complete one step in making a snack</li> <li>follow simple instructions to complete steps to make a snack</li> <li>participating through a complete snack making activity</li> <li>independently complete a sequence of simple steps to make a snack</li> </ul>
		2.3	Serve a snack	<ul style="list-style-type: none"> <li>helping a support worker with one step involved in serving a snack (e.g. positioning sandwich on a plate)</li> <li>listening to and following instructions to complete one step to serve a snack</li> <li>follow simple instructions to complete steps to serve a snack</li> <li>independently complete a sequence of simple steps to serve a snack</li> </ul>
3	Know how to clean up after preparing food	3.1	Clear items used	<ul style="list-style-type: none"> <li>when prompted, using actions, gestures or single words to indicate which items need clearing up</li> <li>helping a support worker with one step involved (e.g. drying a plate that has been washed)</li> <li>following a simple instruction (e.g. place waste in the bin)</li> <li>following simple instructions to complete steps to clear up</li> <li>participating through complete clearing up activity</li> <li>independently complete a sequence of simple steps to clear up</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
4	Know how to store food and drink	4.1	Identify where different foods and drinks should be stored	<ul style="list-style-type: none"> <li>when prompted, using actions, gestures or single words to indicate places to store foods and drinks from a given choice of options</li> <li>recalling where to store different foods and drinks (e.g. cupboard, fridge)</li> </ul>
		4.2	Identify how to store two different items	<ul style="list-style-type: none"> <li>when prompted using actions, gestures or single words to indicate how to store two items from a given choice of options</li> <li>recalling how to store two different items (e.g. wrapping in foil, must be refrigerated)</li> </ul>
5	Know how to be safe in the kitchen	5.1	Identify a safety hazard	<ul style="list-style-type: none"> <li>when prompted, using actions, gestures or single words to indicate one safety hazard in the kitchen from given options</li> <li>recognising the danger posed by the hazard</li> </ul>

## Unit 34: Exploring Art

Unit reference number: M/600/6423

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have their achievements in being able to appreciate art recognised. Learners must create a piece of art and know how to tidy up afterwards.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be able to appreciate art	1.1	Look at a piece of art work and state a like or dislike	<ul style="list-style-type: none"> <li>• focusing on pieces of art work provided</li> <li>• showing an interest in one piece of art work</li> <li>• expressing a preference for one piece of art work over another</li> </ul>
2	Know of art techniques	2.1	Identify art techniques	<ul style="list-style-type: none"> <li>• when prompted indicating art techniques from a choice of dissimilar techniques</li> <li>• selecting art techniques from a range of creative techniques (e.g. dance, making music)</li> <li>• recalling art techniques</li> </ul>
		2.2	Identify a piece of equipments/material needed to produce a piece of art	<ul style="list-style-type: none"> <li>• when prompted indicating one piece of equipment/material needed to produce a piece of art from a small choice of dissimilar items</li> <li>• selecting resources needed to produce a specified piece of art from a range of equipment/ materials used for art work</li> <li>• recalling the equipment/material needed to make a specified piece of art</li> </ul>
3	Create a piece of art	3.1	Contribute to creating a piece of art	<ul style="list-style-type: none"> <li>• being guided physically to make a contribution to a piece of art</li> <li>• making an active contribution to creating a piece of art with support</li> <li>• selecting equipment/materials for creating a piece of art work</li> <li>• independently creating a piece of art</li> </ul>
4	Know how to tidy up	4.1	Identify where the equipment should be put away	<ul style="list-style-type: none"> <li>• when prompted, using actions, gestures or single words to indicate where equipment should be stored</li> <li>• recalling where to store the equipment from an art activity</li> </ul>



## Unit 35: Exploring Dance

Unit reference number: L/600/6428

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in being able to move in response to sound and make dance movements recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be able to move in response to sound	1.1	Move to music	<ul style="list-style-type: none"><li>• making movements in response to music when prompted</li><li>• moving in response to music in a shared activity</li><li>• independently moving in response to music</li></ul>
		1.2	Move and stop to sound	<ul style="list-style-type: none"><li>• moving and stopping to sound with repeated verbal prompts</li><li>• listening and following instructions to move and stop to sound</li><li>• independently responding to instructions to move and stop to sounds</li></ul>
2	Be able to make dance movement	2.1	Practise a personal free form dance to a short piece of music	<ul style="list-style-type: none"><li>• making dance movements to music in response to verbal prompts</li><li>• initiating dance movements to a short piece of music</li><li>• independently demonstrating free form dance to a piece of music</li></ul>
		2.2	Mirror the dance movement of another person	<ul style="list-style-type: none"><li>• being guided physically to copy the dance movement of another person</li><li>• imitating the dance movement of another person in response to verbal prompts</li><li>• independently mirroring the dance movements of another person</li></ul>

## Unit 36: Exploring Music

Unit reference number: R/600/6432

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in being able to appreciate music and identify and play a musical instrument recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Be able to appreciate music	1.1	Listen to music and state feelings the music evokes	<ul style="list-style-type: none"> <li>focusing attention on a piece of music</li> <li>expressing a preference for a piece of music</li> <li>responding to simple questions from a familiar person about their feelings about music (e.g. 'did this music make you happy?')</li> <li>communicating their feelings about music to a familiar person in response to questions ( e.g. 'how did the music make you feel?')</li> </ul>
2	Be able to identify a musical instrument	2.1	Identify a musical instrument and its sound	<ul style="list-style-type: none"> <li>when prompted, using actions, gestures or single words to identify a musical instrument from dissimilar options</li> <li>matching a musical instrument to dissimilar sounds</li> <li>recalling the name of a musical instrument and matching it to its sound</li> </ul>
3	Play a musical instrument with others	3.1	Play a musical instrument in a group	<ul style="list-style-type: none"> <li>responding to repeated verbal prompts to play an instrument in a group</li> <li>following instructions to wait for a turn to play instrument</li> <li>independently follow simple steps to play a musical instrument with a group</li> </ul>
		3.2	Express feelings from playing in a group	<ul style="list-style-type: none"> <li>using actions, gestures or single words to indicate feelings about playing in a group from a small choice of options</li> <li>responding to simple questions from a familiar person about their feelings about playing music in a group (e.g. 'did you enjoy making music with the group?')</li> <li>communicating their feelings to a familiar person about playing a musical instrument in a group in response to questions (e.g. 'how did making music with the group make you feel?')</li> </ul>

## Unit 37: Health and Fitness

Unit reference number: Y/600/6268

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in recognising the importance of exercise and the correct clothing to be worn when participating in exercise recognised. Learners also need to take part in an exercise programming.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Recognise the importance of exercise	1.1	Identify two forms of exercise	<ul style="list-style-type: none"> <li>when prompted, using actions, gestures or single words to indicate forms of exercise from a small choice of dissimilar activities ( e.g. watching television)</li> <li>selecting two forms of exercise from a range of dissimilar activities</li> <li>recalling two forms of exercise</li> </ul>
		1.2	Identify a benefit of exercise	<ul style="list-style-type: none"> <li>when prompted, indicating one benefit of exercise from a small choice of dissimilar options</li> <li>selecting a benefit from a range of dissimilar options</li> <li>identifying a benefit from a range of similar options</li> <li>recalling a benefit of exercise</li> <li>recognising that exercise contributes to health</li> </ul>
2	Recognise the correct clothing to be worn when participating in exercise	2.1	Identify suitable clothing and footwear to be worn for an exercise activity	<ul style="list-style-type: none"> <li>when prompted, indicating clothing and footwear suitable for an exercise activity from a small choice of dissimilar options</li> <li>selecting clothing and footwear suitable for exercise from a range of dissimilar options</li> <li>recognising clothing and footwear suitable for an exercise activity from clothing for different exercise activities</li> <li>recalling suitable clothing and footwear for an exercise activity</li> <li>recognising why the clothing and footwear are suitable for the exercise activity</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
3	Take part in an exercise programme	3.1	Take part in a warm up activity	<ul style="list-style-type: none"> <li>being guided physically to take part in a warm up activity</li> <li>participating in a warm up activity with repeated verbal prompts</li> <li>copying the warm up actions of another person</li> <li>following instructions for single step stages in a warm up activity</li> <li>independently complete a sequence of simple step stages in a warm up activity</li> </ul>
		3.2	Take part in an exercise activity	<ul style="list-style-type: none"> <li>being guided physically to take part in an exercise activity</li> <li>participating in an exercise activity with repeated verbal prompts</li> <li>following instructions for single step stages in an exercise activity</li> <li>independently taking part in an exercise activity</li> </ul>
		3.3	Take part in a cool down activity	<ul style="list-style-type: none"> <li>being guided physically to take part in a cool down activity</li> <li>participating in a cool down activity with repeated verbal prompts</li> <li>copying the cool down actions of another person</li> <li>following instructions for single step stages in a cool down activity</li> <li>independently completing a sequence of simple step stages in a cool down activity</li> </ul>
		3.4	Keep a record of taking part in the exercise	<ul style="list-style-type: none"> <li>using actions, gestures or single words to confirm participation in an exercise activity</li> <li>making marks or symbols in a preferred form of communication to record participation in an exercise activity</li> </ul>

## Unit 38: Horticulture: Identify Parts of a flowering plant

Unit reference number: R/504/9254

Level: BTEC Entry 1

Credit value: 1

Guided learning hours: 10

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) the opportunity to have their achievements in identifying the parts of a flowering plant recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

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## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criterion has been met
1	Know the parts of a flowering plant	1.1	Identify the parts of a flowering plant: <ul style="list-style-type: none"><li>• root</li><li>• stem</li><li>• node</li><li>• leaf</li><li>• bud</li><li>• flower</li><li>• fruit</li><li>• seed</li></ul>	<ul style="list-style-type: none"><li>• when prompted, using actions, gestures or single words to indicate parts of a plant from dissimilar items</li><li>• indicating some parts of a plant in response to questions (e.g. which is the bud?)</li><li>• recognising all parts of a plant</li><li>• independently identifying all parts of a plant</li></ul>

## Unit 39: Horticulture: Sowing Seed in Trays

Unit reference number: Y/504/9255

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to preparing and assisting with sowing seeds in a tray and tidying up afterwards recognised.

### Guidance on degree within the assessment criteria

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Have an awareness of basic equipment	1.1	Wear appropriate protective clothing for task	<ul style="list-style-type: none"> <li>• cooperating with others to put on protective clothing</li> <li>• dressing themselves in protective clothing presented to them</li> <li>• identifying appropriate protective clothing</li> <li>• following simple instructions to put on protective clothing</li> <li>• independently selecting and putting on appropriate protective clothing</li> <li>• recognising why a particular item of protective clothing is needed</li> </ul>
		1.2	Use trays, compost, presser board and sieve, watering can and label for tasks	<ul style="list-style-type: none"> <li>• when prompted, using actions, gestures or single words to recognise items needed for tasks</li> <li>• following single step instructions to collect items needed for tasks</li> <li>• recalling and independently collecting items needed for tasks</li> </ul>
2	Being involved with sowing seeds in a tray	2.1	Fill seed trays to an appropriate level	<ul style="list-style-type: none"> <li>• being guided physically to fill seed trays</li> <li>• using actions, gestures or single words to indicate when seed trays are filled appropriately</li> <li>• listening to and following single step instructions to fill seed trays to the appropriate level</li> <li>• independently following instructions to fill seed trays to the appropriate level</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		2.2	Water seed trays as instructed	<ul style="list-style-type: none"> <li>being guided physically to water seed trays by listening to and following single step instructions</li> <li>watering seed trays independently</li> <li>recognising when sufficient water has been used to water seed trays</li> </ul>
		2.3	Sow large seed as instructed	<ul style="list-style-type: none"> <li>being guided physically to sow a large seed</li> <li>listening to and following single step instructions</li> <li>sowing a large seed independently</li> </ul>
		2.4	Cover seed as instructed	<ul style="list-style-type: none"> <li>being guided physically to cover seed</li> <li>listening to and following single step instructions to cover seed</li> </ul>
3	Being involved with tidying work area	3.1	Clean and tidy work area	<ul style="list-style-type: none"> <li>supporting others with one step involved in cleaning and tidying work area</li> <li>listening to and following single step instructions to clean and tidy the work area</li> <li>independently carrying out single step stages to tidy and clean work area as instructed</li> </ul>
		3.2	Appropriately dispose of debris	<ul style="list-style-type: none"> <li>being guided physically or with repeated verbal prompts to dispose of debris</li> <li>listening to and following single step instructions to dispose of debris appropriately</li> <li>independently carrying out single step stages to dispose of debris as instructed</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
		3.3	Clean store tools after use	<ul style="list-style-type: none"> <li>• supporting others with one step involved in cleaning or storing tools</li> <li>• listening to and following single step instructions to clean and store tools</li> <li>• independently carrying out single step stages to clean and store tools as instructed</li> </ul>
		3.4	Carry out work with due regard to health and safety to self and others	<ul style="list-style-type: none"> <li>• following health and safety rules with repeated verbal prompts</li> <li>• following instructions about health and safety independently</li> <li>• observing simple health and safety rules</li> <li>• recognising the need for health and safety rules to protect others</li> </ul>

## Unit 40: Make a Simple Meal

Unit reference number: R/600/6222

Level: Entry 1

Credit value: 3

Guided learning hours: 30

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to knowing basic hygiene rules of the kitchen, how to select and prepare ingredients and how to use utensils and cookers safely recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Know basic hygiene rules of the kitchen	1.1	Wash hands before food preparation	<ul style="list-style-type: none"> <li>being guided physically to wash hands before preparing food</li> <li>washing hands following repeated verbal prompts</li> <li>following instructions to wash hands before preparing food</li> <li>independently washing hands before preparing food</li> <li>recognising the need to wash hands before preparing food</li> </ul>
		1.2	Assist in maintaining a clean working environment	<ul style="list-style-type: none"> <li>helping a support worker with one step involved in keeping the working environment clean</li> <li>listening to and following single step instructions to clean the working environment</li> <li>carrying out straightforward cleaning by following single step stages</li> </ul>
2	Be able to select ingredients to make a meal	2.1	Participate in an activity to identify ingredients	<ul style="list-style-type: none"> <li>when prompted, using actions, gestures or single words to indicate ingredients for a specified simple meal from dissimilar options</li> <li>indicating ingredients from a range of dissimilar options that are needed to cook a specified simple meal</li> <li>identifying ingredients from similar options</li> </ul>
3	Be able to prepare ingredients	3.1	Follow instructions to prepare an ingredient	<ul style="list-style-type: none"> <li>helping a support worker with one step involved in preparing an ingredient ( e.g. washing salad leaves)</li> <li>preparing an ingredient with repeated verbal prompts</li> <li>listening to and following simple instructions containing single steps to prepare an ingredient</li> <li>carrying out straightforward preparation of an ingredient by following single step stages</li> </ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
4	Know how to use utensils safely	4.1	Identify how to use a utensil safely	<ul style="list-style-type: none"> <li>when prompted, indicating a safe way to use a utensil from a small choice of dissimilar options</li> <li>selecting the safe way to use a utensil from a range of options</li> <li>recalling safe ways to use a specified utensil</li> <li>recalling safe ways to use different utensils</li> <li>recognising why utensils need to be used safely</li> </ul>
		4.2	Use a utensil	<ul style="list-style-type: none"> <li>being guided physically to use a utensil</li> <li>using a utensil with repeated verbal prompts</li> <li>listening to and following single step instructions to use a utensil</li> <li>independently using a utensil to carry out a straightforward task</li> </ul>
5	Know how to use a cooker safely	5.1	Follow instructions to use a cooker for a defined purpose	<ul style="list-style-type: none"> <li>following one step in using a cooker with repeated verbal prompts</li> <li>listening to and following instructions containing single steps to use a cooker</li> <li>following single step stages to use a cooker</li> </ul>
		5.2	State a safety rule when using a cooker	<ul style="list-style-type: none"> <li>when prompted, indicating a safety rule when using a cooker from a small choice of dissimilar options</li> <li>selecting a safety rule when using a cooker from a range of options</li> <li>recalling a safety rule when using a cooker</li> <li>recognising why the safety rule needs to be followed</li> </ul>
6	Be able to serve a meal	6.1	Assist in serving a meal	<ul style="list-style-type: none"> <li>helping a support worker with one step involved in serving a meal</li> <li>listening to and following instructions to complete one step in serving a meal</li> <li>following simple instructions to complete single steps in serving a meal</li> <li>independently completing a sequence of simple step stages to serve a meal</li> </ul>



## Unit 41: Recycling, Managing Waste

Unit reference number: H/600/6225

Level: Entry 1

Credit value: 2

Guided learning hours: 20

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to knowing the different types of packaging, those that can be recycled and understanding how to control waste recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Know that there are different types of packaging	1.1	Identify two different packaging materials	<ul style="list-style-type: none"><li>• when prompted, recognising packaging from a small choice of dissimilar options</li><li>• indicating two packaging materials from a range of similar options</li><li>• recalling two packaging materials</li></ul>
2	Know that some materials can be recycled	2.1	Identify two different items of recycling	<ul style="list-style-type: none"><li>• when prompted, indicating items which can be recycled from a small choice of items</li><li>• selecting items which can be recycled from a range of items</li><li>• recalling two items which can be recycled</li></ul>
		2.2	Identify appropriate bins for recycling	<ul style="list-style-type: none"><li>• when prompted, recognising a recycling bin from a small choice of disposal options</li><li>• indicating recycling bins from a range of disposal options</li><li>• independently identifying recycling bins</li></ul>
3	Understand that waste can be controlled	3.1	Suggest a way of reducing own wastage	<ul style="list-style-type: none"><li>• when prompted, indicating items of own waste</li><li>• selecting a way to reduce an item of own waste from a small choice of dissimilar options</li><li>• identifying ways to reduce own waste from a range of similar options</li><li>• recalling a way to reduce own waste</li><li>• recognising the need for reducing waste</li></ul>

## Unit 42: Kitchen Hygiene

Unit reference number: A/600/6201

Level: Entry 1

Credit value: 1

Guided learning hours: 10

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### Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) the opportunity to have their achievements in relation to knowing that kitchens must be kept clean using equipments and cleaning products safely recognised.

### Unit introduction

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. **The degree of achievement is most likely to relate to the *supported participation to application* stages on the Achievement Continuum.**

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.

## Learning outcomes, assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
1	Know that kitchens must be kept clean	1.1	Identify a consequence of a dirty kitchen	<ul style="list-style-type: none"><li>• when prompted, indicating the result of a dirty kitchen from a choice of dissimilar consequences</li><li>• selecting a consequence of a dirty kitchen from a range of dissimilar options</li><li>• identifying a consequence of a dirty kitchen from a range of similar options</li><li>• recalling a consequence of a dirty kitchen</li></ul>
		1.2	Identify a need for cleaning	<ul style="list-style-type: none"><li>• when prompted, indicating an aspect of a kitchen which needs cleaning</li><li>• identifying an aspect of a kitchen which needs to be cleaned</li><li>• recognising aspects of a kitchen which require cleaning</li></ul>

Learning outcomes		Assessment criteria		Possible ways of demonstrating that the criteria have been met
2	Use equipment to clean a kitchen	2.1	Identify a piece of equipment for cleaning	<ul style="list-style-type: none"> <li>• using actions, gestures or single words to indicate a piece of equipment for cleaning from a small choice of dissimilar activities</li> <li>• selecting a piece of equipment to clean a kitchen from a range of dissimilar options</li> <li>• identifying a piece of equipment to clean a kitchen from a range of cleaning equipment</li> <li>• recalling a piece of equipment to clean a kitchen</li> </ul>
		2.2	Use equipment to clean an area of a kitchen	<ul style="list-style-type: none"> <li>• being guided physically to use a piece of equipment to clean an area of a kitchen</li> <li>• listening to and following repeated verbal prompts to use equipment to complete one step in cleaning an area of a kitchen</li> <li>• following simple instructions to use equipment to complete single steps to clean an area of a kitchen</li> <li>• independently using equipment to complete a sequence of simple step stages to clean an area of a kitchen</li> </ul>
		2.3	Use equipment safely	<ul style="list-style-type: none"> <li>• being guided physically to use a piece of equipment safely</li> <li>• listening to and following repeated verbal instructions to use a piece of equipment safely</li> <li>• following a simple instruction to use a piece of equipment safely</li> <li>• following instructions to use different equipment safely</li> <li>• recognising the need for safety when using equipment</li> </ul>
3	Use products to clean a kitchen	3.1	Use a product safely for cleaning	<ul style="list-style-type: none"> <li>• being guided physically to use a cleaning product safely</li> <li>• listening to and following repeated verbal instructions to use a cleaning product safely</li> <li>• following a simple instruction to use a cleaning product safely</li> <li>• following instructions to use different cleaning products safely</li> <li>• recognising the need for safety when using cleaning products</li> </ul>

## 13 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)
- books, software and online resources for UK schools and colleges: [www.pearsonschoolsandfecolleges.co.uk](http://www.pearsonschoolsandfecolleges.co.uk)

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

### Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

## 14 Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

### **BTEC training and support for the lifetime of the qualifications**

**Training and networks:** our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

**Regional support:** our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

### **Your Pearson support team**

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.

Please visit our website at [qualifications.pearson.com/en/support/contact-us.html](http://qualifications.pearson.com/en/support/contact-us.html)

# Annexe A

## Entry 1 units and the Achievement Continuum

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### Developing units and qualifications to support a more inclusive Entry 1: an overview

#### Background

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These Entry 1 units – and the accompanying rules of combination for qualifications – have been developed to allow recognition 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 non-accredited awards and curriculum frameworks that currently 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 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 of a unit.

#### The range of achievement within Entry 1

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Entry 1 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.

Work had already been carried out by the University of Cambridge and Skill, the National Bureau for Learning Difficulties and Disabilities, to develop an Achievement Continuum within pre-entry. This Continuum was first published in 2002 in a support pack entitled Enhancing Quality of Life. It has been used since to provide a basis for the Pre-Entry Curriculum Framework For Adult Basic Skills (PECF) and in the development of the P-scales. This nine-stage Continuum has been adopted in the development of these Entry 1 units. Although the Continuum itself might not be familiar to all providers working with learners at this level, all will know either the PECF milestones or the P-scales, each of which has links to the Continuum. A tenth stage, application, has been added to describe the current NQF Entry 1.



## Relating the units to the Achievement Continuum

Each Entry 1 unit in this specification is specified in terms of learning outcomes and assessment criteria (see example on the following page).

**Figure 1: Extract from an Entry 1 unit**

<b>Title: Developing Communication Skills</b>	
<b>Level: Entry 1</b>	
<b>Credit value 3</b>	
<b>Unit aim</b> This unit aims to provide learners working within Entry 1 (but who are not able to access the Functional Skills in English at Entry 1) the opportunity to have their achievements in relation to developing communication skills recognised.	
<b>Learning outcomes</b>	<b>Assessment criteria</b>
The learner will	<i>The learner can</i>
1 Listen and respond to other people	1.1 show understanding in their 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 learners working at different stages on the Achievement Continuum could meet the assessment criteria. Figure 2 is an example of this guidance for assessment criterion 1.1 from Figure 1 above.

**Figure 2: Guidance section**

<b>Assessment criteria</b>	<b>Possible ways of demonstrating that the criteria have been met</b>
1.1 Show understanding in their response to what they have heard	<ul style="list-style-type: none"><li>• single word, sign or symbol responses to key words in context</li><li>• responding to simple prompts, questions, requests and instructions</li><li>• demonstrably paying attention</li><li>• answering simple questions about a range of personal information</li><li>• listening to and following brief narratives.</li></ul> <p>In the earlier stages of the Achievement Continuum, learners will be responding to familiar people. In the later stages, they will begin to respond to people they do not know well or even to those that they are meeting for the first time.</p>

## How to use the Entry 1 units

### Using the Achievement Continuum to report achievement

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Assessments of this group of Entry 1 units must make use of the Entry 1 Achievement Continuum. Providers will be required to record judgements 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 learners begin a programme of learning relating to an Entry 1 unit. The expectation is that learners will normally 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

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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 You'
- 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?

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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?

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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

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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.

## Validating the transcript

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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 sample completed transcript).

## Making progress within Entry 1

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Learners can broaden their skills, knowledge and understanding by accumulating units at Entry 1. However, learners will also be deepening or extending their learning, 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 Achievement Continuum. This is particularly relevant to the three units entitled *Engaging With the World Around You* and the unit entitled *Encountering Experiences: Being a Part of Things*.

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 be certificated only once.

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## The Entry 1 Achievement Continuum

### The 10 developmental 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 cooperation 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 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 cooperation and engagement.	<p>Learners accept supported participation. They cooperate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.</p>

<b>10 developmental stages</b>	<b>Stage characteristics</b>	<b>Stage descriptor</b>
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>
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>

10 developmental stages	Stage characteristics	Stage descriptor
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 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>



## Pearson Edexcel Entry 1 Transcript of Learner Achievement (Sample)

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**Learner name: Sasha Pelham**

### **Unit 2: Developing Reading Skills**

<b>LO 1</b>	<b>Show some interest in reading</b>
<b>AC 1.1</b>	<b>Demonstrate an interest in texts</b>
<p><b>Assessor statement:</b></p> <p>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 bookshelves 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 staff's hands and points them towards areas of interest. He will then independently attempt to say what he sees, intentionally communicating with staff.</p> <p><b>Achievement Continuum Stage: Development</b></p>	

<b>LO 2</b>	<b>Show some response to reading</b>
<b>AC 2.1</b>	<b>Demonstrate some understanding of what is being read</b>
<p><b>Assessor statement:</b></p> <p>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 staff's 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><b>Achievement Continuum Stage: Development</b></p>	

<b>LO 3</b>	<b>Recognise objects and symbols</b>
<b>AC 3.1</b>	<b>Match objects to symbols, letters or words</b>
<p><b>Assessor statement:</b></p> <p>Sasha is pro active 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.</p> <p><b>Achievement Continuum Stage: Active involvement</b></p>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Annexe B

### Transcript forms for Entry 1 units

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A completed example of one of these forms is included in on page 162.

It is not mandatory to use these forms, and they can be adapted for the centre's use. However, tutors must ensure that the information requested on the form is recorded for verification purposes.

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 1: Developing Communication Skills

<b>LO 1</b>	<b>Listen and respond to other people</b>
<b>AC 1.1</b>	<b>Show understanding in their response to what they have heard</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Speak (or use other means) to communicate with other people</b>
<b>AC 2.1</b>	<b>Use words, signs, phrases, objects or symbols to communicate</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>	<b>Engage in discussion with other people</b>
<b>AC 3.1</b>	<b>Share ideas or preferences with others</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 2: Developing Reading Skills

<b>LO 1</b>	<b>Show some interest in reading</b>
<b>AC 1.1</b>	<b>Demonstrate an interest in texts</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Show some response to reading</b>
<b>AC 2.1</b>	<b>Demonstrate some understanding of what is being read</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>	<b>Recognise objects and symbols</b>
<b>AC 3.1</b>	<b>Match objects to symbols, letters or words</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 3: Developing Writing Skills

<b>LO 1</b>	<b>Be aware that marks, symbols, signs or words have meaning</b>
<b>AC 1.1</b>	<b>Recognise that meaning can be conveyed by marks, symbols, signs or words</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be able to use marks, symbols, signs or words to communicate</b>
<b>AC 2.1</b>	<b>Communicate using marks, symbols, signs or words</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

<b>LO 3</b>
<b>AC 3.1</b>
<b>Assessor statement:</b>
<b>Achievement Continuum Stage:</b>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 4: Developing ICT Skills

<b>LO 1</b>	<b>Use ICT to control the environment</b>
<b>AC 1.1</b>	<b>Effect change in their own environment, using ICT</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Use ICT as a source of information</b>
<b>AC 2.1</b>	<b>Gain information through ICT</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>	<b>Use ICT to communicate or to augment or enable communication</b>
<b>AC 3.1</b>	<b>Communicate using ICT</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 5: Early Mathematics: Developing Number Skills

<b>LO 1</b>	<b>Participate in activities involving numbers</b>
<b>AC 1.1</b>	<b>Engage in activities relating to counting in whole numbers</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be aware of numbers in given contexts</b>
<b>AC 2.1</b>	<b>Recognise the use of numbers in familiar contexts</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>
<b>AC 3.1</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>

**Assessor name:**

**Assessor signature:**

**Completion date:**



## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 6: Early Mathematics: Position

<b>LO 1</b>	<b>Have an awareness of position</b>
<b>AC 1.1</b>	<b>Demonstrate an awareness of position</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 7: Early Mathematics: Shape

<b>LO 1</b>	<b>Have an awareness of shape</b>
<b>AC 1.1</b>	<b>Demonstrate an awareness of shape</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 8: Early Mathematics: Measure

<b>LO 1</b>	<b>Have an awareness of common measures</b>
<b>AC 1.1</b>	<b>Demonstrate an awareness of common measures</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 9: Early Mathematics: Sequencing and Sorting

<b>LO 1</b>	<b>Be aware of sequence</b>
<b>AC 1.1</b>	<b>Recognise aspects of a sequence</b>
<b>Assessor statement:</b>	
          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be able to sort data</b>
<b>AC 2.1</b>	<b>Engage in sorting data by a single criterion</b>
<b>Assessor statement:</b>	
          <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 10: Understanding what Money is Used For

<b>LO 1</b>	<b>Have an awareness of the use of money</b>
<b>AC 1.1</b>	<b>Identify money from other items</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Identify uses of money</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	
<b>AC 1.3</b>	<b>Use money in realistic situations</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 11: Developing Independent Living Skills: Having Your Say

<b>LO 1</b>	<b>Express preferences about their lifestyle</b>
<b>AC 1.1</b>	<b>Take part in making choices about aspects of their own life</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be involved in decision making about how to spend their time</b>
<b>AC 2.1</b>	<b>Take part in decision making about how they spend their time</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 12: Developing Independent Living Skills: Keeping Safe

<b>LO 1</b>	<b>Know that it is important to keep themselves safe</b>
<b>AC 1.1</b>	<b>Recognise key factors in keeping themselves safe</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be able to observe safe practices</b>
<b>AC 2.1</b>	<b>Follow simple personal safety routines</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 13: Developing Independent Living Skills: Looking After Your Own Home

<b>LO 1</b>	<b>Be involved in keeping their home healthy and safe</b>
<b>AC 1.1</b>	<b>Take part in domestic activities to ensure that their home is healthy and safe</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Follow basic safety rules to ensure that their home is safe</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:



## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 14: Developing Independent Living Skills: Being Healthy

<b>LO 1</b>	<b>Be involved in keeping themselves healthy</b>
<b>AC 1.1</b>	<b>Take part in activities that contribute to keeping themselves healthy</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 15: Developing Community Participation Skills: Getting Out and About

<b>LO 1</b>	<b>Know that they have a place in the community</b>
<b>AC 1.1</b>	<b>Recognise aspects of their relationship as an individual to the community/ies to which they belong</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Use local facilities and services</b>
<b>AC 2.1</b>	<b>Show that they can use local facilities and services such as post offices, ATMs and leisure services</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>	<b>Use local shops</b>
<b>AC 3.1</b>	<b>Show that they can use local shops</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	



## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 16: Travel Within the Community: Going Places

<b>LO 1</b>	<b>Travel within their own community</b>
<b>AC 1.1</b>	<b>Make journeys within their local community whether on foot or by public or private transport</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 17: Using Local Health Services

<b>LO 1</b>	<b>Access the services offered by local health services</b>
<b>AC 1.1</b>	<b>Show that they can access local health services, such as GP, dentist, optician, A &amp; E, as appropriate to the learner's needs</b>
<b>Assessor statement:</b>	
<b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 18: Developing Learning Skills: Learning to Learn

<b>LO 1</b>	<b>Identify strengths and weaknesses in relation to learning</b>
<b>AC 1.1</b>	<b>Recognise what they are good at and what they find difficult</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Express preferences and learning</b>
<b>AC 2.1</b>	<b>Communicate what they like and what they dislike in relation to learning</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>	<b>Be involved in making choices in relation to learning</b>
<b>AC 3.1</b>	<b>Contribute to decisions about what they want to learn, how and/or why they want to learn it</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 19: Dealing with Problems

<b>LO 1</b>	<b>Be aware of problems when they arise</b>
<b>AC 1.1</b>	<b>Recognise when they have a problem</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Come up with a solution to a problem</b>
<b>AC 2.1</b>	<b>Identify sources of help</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Select a solution</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 20: Getting on with Other People

<b>LO 1</b>	<b>Interact with others</b>
<b>AC 1.1</b>	<b>Listen and respond to others</b>
<b>Assessor statement:</b>   <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Communicate with others</b>
<b>Assessor statement:</b>   <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Take part in a group activity</b>
<b>AC 2.1</b>	<b>Follow instructions from others</b>
<b>Assessor statement:</b>   <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Accept, ask for or offer help</b>
<b>Assessor statement:</b>   <b>Achievement Continuum Stage:</b>	



<b>AC 2.3 Engage in an activity involving two or more people</b>
<p><b>Assessor statement:</b></p>    <p><b>Achievement Continuum Stage:</b></p>
<b>AC 2.4 Take account of other group members</b>
<p><b>Assessor statement:</b></p>    <p><b>Achievement Continuum Stage:</b></p>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 21: Developing Self-awareness: All About Me

<b>LO 1</b>	<b>Be aware of themselves as an individual</b>
<b>AC 1.1</b>	<b>Recognise what makes them individual</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Express their individuality</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be aware of their relationship to others</b>
<b>AC 2.1</b>	<b>Recognise how they relate to others</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 22: Rights and Responsibilities: Everybody Matters

<b>LO 1</b>	<b>Be aware that they have rights as individuals</b>
<b>AC 1.1</b>	<b>Recognise some of their basic rights as an individual</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be aware they have responsibilities as individuals</b>
<b>AC 2.1</b>	<b>Take some responsibility for themselves</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Recognise some responsibilities that they have towards others</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 23: Encountering Experiences: Being a Part of Things

<b>LO 1</b>	<b>Encounter activities</b>
<b>AC 1.1</b>	<b>Experience activities and situations</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Respond with reflex to experiences</b>
<b>AC 2.1</b>	<b>Give reflex responses to external stimuli</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## **Pearson Edexcel Entry 1 Transcript of Learner Achievement**

**Learner name:**

### **Unit 24: Engaging with the World Around You: People**

<b>LO 1</b>	<b>Interact with People</b>
<b>AC 1.1</b>	<b>Engage with people</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 25: Engaging with the World Around You: Events

<b>LO 1</b>	<b>Interact with events</b>
<b>AC 1.1</b>	<b>Engage with events</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:

## **Pearson Edexcel Entry 1 Transcript of Learner Achievement**

**Learner name:**

### **Unit 26: Engaging with the World Around You: Objects**

<b>LO 1</b>	<b>Interact with objects</b>
<b>AC 1.1</b>	<b>Engage with objects</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 27: Developing Skills for the Workplace: Getting Things Done

<b>LO 1</b>	<b>Be involved in decision making</b>
<b>AC 1.1</b>	<b>Take part in activities which require simple decisions to be made</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

<b>LO 2</b>	<b>Be involved in problem-solving</b>
<b>AC 2.1</b>	<b>Take part in activities which require straightforward problems to be solved</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

<b>LO 3</b>	<b>Work with others</b>
<b>AC 3.1</b>	<b>Engage in straightforward activities which require them to interact with other people</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**



## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 28: Developing Skills for the Workplace: Following Instructions

<b>LO 1</b>	<b>Be able to follow instructions</b>
<b>AC 1.1</b>	<b>Follow clearly conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## **Pearson Edexcel Entry 1 Transcript of Learner Achievement**

**Learner name:**

### **Unit 29: Developing Skills for the Workplace: Health and Safety**

<b>LO 1</b>	<b>Know about health and safety at work</b>
<b>AC 1.1</b>	<b>Recognise key features of health and safety in the workplace</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 30: Developing Skills for the Workplace: Looking and Acting the Part

<b>LO 1</b>	<b>Take some responsibility for themselves in a way that is consistent with workplace expectations</b>
<b>AC 1.1</b>	<b>Present themselves in a manner appropriate to the workplace</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Demonstrate appropriate time keeping and attendance</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 31: Basic Cooking Techniques

<b>LO 1</b>	<b>Understand different methods of cooking</b>
<b>AC 1.1</b>	<b>Identify at least two methods of cooking</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Identify a food that can be cooked using different methods</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>LO2</b>	<b>Recognise different equipment needed for cooking</b>
<b>AC 2.1</b>	<b>Identify equipment needed for each of the methods of cooking</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>LO3</b>	<b>Understand Health and Safety issues relating to different methods</b>
<b>AC3.1</b>	<b>Identify two safety factors when cooking</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

<b>AC 3.2 Identify two risks</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>
<b>LO4 Know how to make a dish using different cooking methods</b>
<b>AC3.1 Participate in using two different cooking methods</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 32: Engaging in a Creative Group Project

<b>LO 1</b>	<b>Be able to participate in the selection of a creative group project</b>
<b>AC 1.1</b>	<b>Contribute to selecting a creative group project</b>
<b>Assessor statement:</b>       <b>Achievement Continuum Stage:</b>	
<b>LO2</b>	<b>Be able to engage in a creative group project</b>
<b>AC 2.1</b>	<b>Contribute to a creative group project</b>
<b>Assessor statement:</b>       <b>Achievement Continuum Stage:</b>	

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 33: Everyday Food and Drink Preparation

<b>LO 1</b>	<b>Know how to prepare a hot or cold drink</b>
<b>AC 1.1</b>	<b>Identify what is needed to make a drink</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Assist in making a drink</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Know how to prepare a snack</b>
<b>AC 2.1</b>	<b>Identify food to make a snack</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Assist in making a snack</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	







## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 34: Exploring Art

<b>LO 1</b>	<b>Be able to appreciate art</b>
<b>AC 1.1</b>	<b>Look at a piece of art work and state a like or dislike</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Know of art techniques</b>
<b>AC 2.1</b>	<b>Identify art techniques</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Identify a piece of equipments/material needed to produce a piece of art</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>LO 3</b>	<b>Create a piece of art</b>
<b>AC 3.1</b>	<b>Contribute to creating a piece of art</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	



## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 35: Exploring Dance

<b>LO 1 Be able to move in response to sound</b>
<b>AC 1.1 Move to music</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>
<b>AC 1.2 Move and stop to sound</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>
<b>LO 2 Be able to make dance movement</b>
<b>AC 2.1 Practise a personal free form dance to a short piece of music</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>
<b>AC 2.2 Mirror the dance movement of another person</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 36: Exploring Music

<b>LO 1 Be able to appreciate music</b>
<b>AC 1.1 Listen to music and state feelings the music evokes</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>
<b>LO 2 Be able to identify a musical instrument</b>
<b>AC 2.1 Identify a musical instrument and its sound</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>
<b>LO3 Play a musical instrument with others</b>
<b>AC3.1 Play a musical instrument in a group</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>
<b>AC3.2 Express feelings from playing in a group</b>
<b>Assessor statement:</b>    <b>Achievement Continuum Stage:</b>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 37: Health and Fitness

<b>LO 1</b>	<b>Recognise the importance of exercise</b>
<b>AC 1.1</b>	<b>Identify two forms of exercise</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Identify a benefit of exercise</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Recognise the correct clothing to be worn when participating in exercise</b>
<b>AC 2.1</b>	<b>Identify suitable clothing and footwear to be worn for an exercise activity</b>
<b>Assessor statement:</b>        <b>Achievement Continuum Stage:</b>	

<b>LO 3     Take part in an exercise programme</b>
<b>AC3.1     Take part in a warm up activity</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>AC3.2     Take part in an exercise activity</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>AC3.3     Take part in a cool down activity</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>AC3.4     Keep a record of taking part in the exercise</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 38: Horticulture: Identify Parts of a Flowering Plant

<b>LO 1</b>	<b>Identify the parts of a flowering plant</b>
<b>AC 1.1</b>	<b>Identify the parts of a flowering plant</b> <ul style="list-style-type: none"><li>• root</li><li>• stem</li><li>• mode</li><li>• leaf</li><li>• bud</li><li>• flower</li><li>• fruit</li><li>• seed</li></ul>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	

Assessor name:

Assessor signature:

Completion date:



## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 39: Horticulture: Sowing Seed in Trays

<b>LO 1</b>	<b>Have an awareness of basic equipment</b>
<b>AC 1.1</b>	<b>Wear appropriate protective clothing for task</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Use trays, compost, presser board and sieve, watering can and label for tasks</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Being involved with sowing seeds in a tray</b>
<b>AC 2.1</b>	<b>Fill seed trays to an appropriate level</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Water seed trays as instructed</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	

<b>AC 2.3 Sow large seed as instructed</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>AC 2.4 Cover seed as instructed</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>LO 3 Being involved with tidying work area</b>
<b>AC 3.1 Clean and tidy work area</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>AC 3.2 Appropriately dispose of debris</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>AC 3.3 Clean store materials and tools after use</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>

<b>AC 3.4 Carry out work with due regard to health and safety to self and others</b>
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<b>Assessor statement:</b>
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<b>Achievement Continuum Stage:</b>
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**Assessor name:**

**Assessor signature:**

**Completion date:**

## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 40: Make a Simple Meal

<b>LO 1</b>	<b>Know basic hygiene rules of the kitchen</b>
<b>AC 1.1</b>	<b>Wash hands before food preparation</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Assist in maintaining a clean working environment</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Be able to select ingredients to make a meal</b>
<b>AC 2.1</b>	<b>Participate in an activity to identify ingredients</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	
<b>LO 3</b>	<b>Be able to prepare ingredients</b>
<b>AC 3.1</b>	<b>Follow instructions to prepare an ingredient</b>
<b>Assessor statement:</b>     <b>Achievement Continuum Stage:</b>	





## Pearson Edexcel Entry 1 Transcript of Learner Achievement

**Learner name:**

### Unit 41: Recycling, Managing Waste

<b>LO 1</b>	<b>Know that there are different types of packaging</b>
<b>AC 1.1</b>	<b>Identify two different packaging materials</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Know that some materials can be recycled</b>
<b>AC 2.1</b>	<b>Identify two different items of recycling</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Identify appropriate bins for recycling</b>
<b>Assessor statement:</b>          <b>Achievement Continuum Stage:</b>	





## Pearson Edexcel Entry 1 Transcript of Learner Achievement

Learner name:

### Unit 42: Kitchen Hygiene

<b>LO 1</b>	<b>Know that kitchens must be kept clean</b>
<b>AC 1.1</b>	<b>Identify a consequence of a dirty kitchen</b>
<b>Assessor statement:</b>       <b>Achievement Continuum Stage:</b>	
<b>AC 1.2</b>	<b>Identify a need for cleaning</b>
<b>Assessor statement:</b>       <b>Achievement Continuum Stage:</b>	
<b>LO 2</b>	<b>Use equipment to clean a kitchen</b>
<b>AC 2.1</b>	<b>Identify a piece of equipment for cleaning</b>
<b>Assessor statement:</b>       <b>Achievement Continuum Stage:</b>	
<b>AC 2.2</b>	<b>Use equipment to clean an area of a kitchen</b>
<b>Assessor statement:</b>       <b>Achievement Continuum Stage:</b>	

<b>AC 2.3    Use equipment safely</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>
<b>LO 3        Use products to clean a kitchen</b>
<b>AC 3.1    Use a product safely for cleaning</b>
<p><b>Assessor statement:</b></p>          <p><b>Achievement Continuum Stage:</b></p>

**Assessor name:**

**Assessor signature:**

**Completion date:**

## Annexe C

### The Pearson qualification framework for Entry Level Qualifications

Progression opportunities within the framework.

Level	BTEC vocationally-related qualifications	Personal and Social Development qualifications
<b>Entry 3</b>	Pearson Entry Level BTEC Award in Art and Design (Entry 3) Pearson Entry Level BTEC Award in Business Administration (Entry 3) Pearson Entry Level BTEC Award in Caring for Children (Entry 3) Pearson Entry Level BTEC Award in the Care of Farm Animals (Entry 3) Pearson Entry Level BTEC Award in Construction (Entry 3) Pearson Entry Level BTEC Award in Exploring the Hospitality Industry (Entry 3) Pearson Entry Level BTEC Award in Health and Social Care (Entry 3) Pearson Entry Level BTEC Award in an Introduction to Hair and Beauty (Entry 3) Pearson Entry Level BTEC Certificate in an Introduction to Hair and Beauty (Entry 3)	Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 3) Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 3)
	Pearson Entry Level BTEC Award in Land-Based Studies (Entry 3) Pearson Entry Level BTEC Award in Performing Arts (Entry 3) Pearson Entry Level BTEC Award in Public Services (Entry 3) Pearson Entry Level BTEC Award in Sport and Active Leisure (Entry 3) Pearson Entry Level BTEC Award in Travel and Tourism (Entry 3)	

<b>Level</b>	<b>BTEC vocationally-related qualifications</b>	<b>Personal and Social Development qualifications</b>
<b>Entry 2</b>		<p>Pearson Edexcel Entry Level Award in Personal and Social Development (Entry 2)</p> <p>Pearson Edexcel Entry Level Certificate in Personal and Social Development (Entry 2)</p>
<b>Entry 1</b>		<p>Pearson Edexcel Entry Level Award in Personal Progress (Entry 1)</p> <p>Pearson Edexcel Entry Level Certificate in Personal Progress (Entry 1)</p> <p>Pearson Edexcel Entry Level Diploma in Personal Progress (Entry 1)</p> <p>Pearson Edexcel Entry Level Award in Communication Skills (Entry 1)</p> <p>Pearson Edexcel Entry Level Certificate in Communication Skills (Entry 1)</p> <p>Pearson Edexcel Entry Level Award in ICT Skills (Entry 1)</p>
		<p>Pearson Edexcel Entry Level Award in Mathematical Skills (Entry 1)</p> <p>Pearson Edexcel Entry Level Award in Skills for Independent Living (Entry 1)</p> <p>Pearson Edexcel Entry Level Certificate in Skills or Independent Living (Entry 1)</p> <p>Pearson Edexcel Entry Level Award in Skills for Supported Employment (Entry 1)</p>

## Annexe D

### Wider curriculum mapping

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#### **Spiritual, moral, ethical, social and cultural issues**

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different activities which involve awareness of and/or consideration of others.

#### **Citizenship**

Learners undertaking these qualifications will have the opportunity to develop their participation within the community, such as using public transport and using local health services.

#### **Health and safety considerations**

Learners will consider their own health and safety at home and at work. How to identify risks and hazards and how to minimise those risks.

# Annexe E

## Mapping of Entry 1 units to Entry 1 Achievement Continuum

Unit number	Stage on Continuum									
	Encounter	Early awareness	Interest	Supported participation	Active involvement	Development	Exploration	Initiation	Consolidation	Application
1						3	3	3	3	3
2						3	3	3	3	3
3						3	3	3	3	3
4						3	3	3	3	3
5						3	3	3	3	
6						3	3	3	3	3
7						3	3	3	3	
8						3	3	3	3	
9						3	3	3	3	3
10										
11			3	3	3	3	3	3	3	3
12				3	3	3	3	3	3	3
13				3	3	3	3	3	3	3
14			3	3	3	3	3	3	3	3
15				3	3	3	3	3	3	3
16				3	3	3	3	3	3	3
17				3	3	3	3	3	3	3

Unit number	Stage on Continuum									
	Encounter	Early awareness	Interest	Supported participation	Active involvement	Development	Exploration	Initiation	Consolidation	Application
18				3	3	3	3	3	3	3
19			3	3	3	3	3	3	3	3
20		3	3	3	3	3	3	3	3	3
21		3	3	3	3	3	3	3	3	3
22					3	3	3	3	3	3
23	3									
24		3	3	3	3					
25		3	3	3	3					
26		3	3	3	3					
27				3	3	3	3	3	3	3
28				3	3	3	3	3	3	3
29				3	3	3	3	3	3	3
30				3	3	3	3	3	3	3

**August 2017**

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