City & Guilds Entry Level 1 Qualifications in Personal Progress (3803-01)

Qualification handbook for centres
500/6824/6, 500/6769/2 and 500/6792/8

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About the use of this document

This is a word version of the entry level 1 Qualifications in Personal Progress, sent on the understanding that the technical content will not be altered in any way over and above simple layout adjustments. City & Guilds' logo should also remain on the documentation. A list of all changes to the document must be sent to the team responsible for developing the qualification, and your regional/national office and EV informed.

City & Guilds Entry Level 1 Qualifications in Personal Progress (3803-01)

Qualification handbook for centres

Qualification title	Number	Ofqual ref.
Entry Level 1 Award in Personal Progress	3803-01	500/6824/6
Entry Level 1 Certificate in Personal Progress	3803-01	500/6769/2
Entry Level 1 Diploma in Personal Progress	3803-01	500/6792/8

Version and date	Change detail	Section
1.2 October 2017	Added GLH and TQT details	Introduction to the qualifications
	Removed QCF	Introduction to the qualifications and Appendix 2
1.3 July 2023	Removal of images; general updating of formatting and proofreading	all

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Contents

1 Introduction to the qualifications

Qualification titles and level	GLH	TQT	City & Guilds qualification number	Ofqual accreditation numbers
Entry Level 1 Award in Personal Progress	80	80	3803-01	500/6824/6
Entry Level 1 Certificate in Personal Progress	140	140	3803-01	500/6769/2
Entry Level 1 Diploma in Personal Progress	370	370	3803-01	500/6792/8

The Entry Level 1 Qualifications in Personal Progress are designed to be wide ranging qualifications that allow learners working at Entry 1 or below to develop their skills in a number of different areas and is designed to support learners to participate as citizens within the community.

These qualifications cover areas such as communication, reading and writing, mathematics, developing skills for independent living, developing skills for the workplace, or engaging with the world around you. Providers will be able to select a package of units appropriate to the needs of the individual learner.

Learners will be able to develop knowledge and/or skills to operate independently and effectively in life, learning and work.

These qualifications offer an Award, Certificate and Diploma in the Foundation Learning Tier.

These qualifications were developed to recognise personal growth and engagement in learning, and contain pre-entry units based on an achievement continuum for vertical progression. They replace the City & Guilds Entry Level 1 Certificate in Personal Progression through Practical Life Skills (3802-01/2) which expired on 31/08/2010.

These qualifications were developed in association with Mencap, a leading Learning Disability organisation; it contains units that have been developed by other Awarding Organisations.

1.1 Qualification structure

In the interests of flexibility for learners, there are no mandatory units within the Personal Progress qualification. Learners are free to adopt a ″pick and mix″approach of unit choices providing they select units that will satisfy the number of credits required to achieve the qualification.

To achieve the Entry Level 1 Award in Personal Progress, learners must achieve a minimum of 8 to 13 credits from units 001 - 032.

To achieve the Entry Level 1 Certificate in Personal Progress, learners must achieve a minimum of 14 to 36 credits from units 001 - 032.

To achieve the Entry Level 1 Diploma in Personal Progress, learners must achieve a minimum of 37 or more credits from units 001 - 032.

The table below illustrates the unit titles and the credit value of each unit.

Accreditation unit reference	City & Guilds unit number	Unit title	Mandatory/ optional for full qualification	Credit value	Excluded combination of units (if any)
F/502/4317	Unit 001	Developing communication skills	Optional	3	N/A
F/502/4320	Unit 002	Developing reading skills	Optional	3	N/A
R/502/4323	Unit 003	Developing writing skills	Optional	3	N/A
Y/502/4324	Unit 004	Developing ICT skills	Optional	4	N/A
D/502/4325	Unit 005	Early mathematics: developing number skills	Optional	2	N/A
K/502/4327	Unit 006	Early mathematics: position	Optional	2	N/A
T/502/4329	Unit 007	Early mathematics: shape	Optional	2	N/A
M/502/4331	Unit 008	Early mathematics: measure	Optional	2	N/A
T/502/4332	Unit 009	Early mathematics: sequencing and sorting	Optional	3	N/A
H/502/4164	Unit 010	Developing independent living skills: having your say	Optional	3	N/A
K/502/4165	Unit 011	Developing independent living skills: keeping safe	Optional	2	N/A
M/502/4166	Unit 012	Developing independent living skills: looking after your own home	Optional	2	N/A

A/502/4168	Unit 013	Developing independent living skills: being healthy	Optional	2	N/A
A/600/2794	Unit 014	Developing independent living skills: looking after yourself	Optional	2	N/A
J/502/4450	Unit 015	Developing skills for the workplace: getting things done	Optional	4	N/A
R/502/4449	Unit 016	Developing skills for the workplace: following instructions	Optional	2	N/A
L/502/4451	Unit 017	Developing skills for the workplace: health and safety	Optional	2	N/A
R/502/4452	Unit 018	Developing skills for the workplace: looking and acting the part	Optional	2	N/A
F/502/4169	Unit 019	Developing community participation skills: getting out and about	Optional	5	N/A
J/600/2796	Unit 020	Developing community participation skills: personal enrichment	Optional	2	N/A
A/502/4171	Unit 021	Travel within the community: going places	Optional	3	N/A
F/502/4172	Unit 022	Using local health services	Optional	2	N/A
A/502/4154	Unit 023	Developing learning skills: learning to learn	Optional	5	N/A
Y/502/4159	Unit 024	Dealing with problems	Optional	4	N/A
L/502/4160	Unit 025	Getting on with other people	Optional	4	N/A

Y/502/4422	Unit 026	Developing self awareness: all about me	Optional	3	N/A
K/502/4439	Unit 027	Rights and responsibilities: everybody matters	Optional	3	N/A
R/502/4161	Unit 028	Encountering experiences: being a part of things	Optional	3	N/A
R/502/4175	Unit 029	Engaging with the world around you: people	Optional	3	N/A
T/502/4203	Unit 030	Engaging with the world around you: events	Optional	3	N/A
F/502/4205	Unit 031	Engaging with the world around you: objects	Optional	3	N/A
D/600/0438	Unit 032	Understanding what money is used for	Optional	3	N/A

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
Entry Level 1 Award in Personal Progress	80	80
Entry Level 1 Certificate in Personal Progress	140	140
Entry Level 1 Diploma in Personal Progress	370	370

1.2 Opportunities for progression

The units will be assessed against a continuum of achievement and it is possible that learners can progress on the continuum. On completion of the Award and Certificate qualifications, learners may progress to a larger-sized qualification at Entry 1 such as the:

- City & Guilds 3803-01 Entry Level 1 Diploma in Personal Progress.

If appropriate, learners may progress to higher-level qualifications such as the:

- City & Guilds 7577 Award and Certificate in Personal and Social Development (Entry 2, 3 or Level 1).

1.3   Qualification support materials

City & Guilds also provides the following publications and resources specifically for these qualifications:

Description	How to access
Guidance for centres	**www.cityandguilds.com**
fast track approval form	**www.cityandguilds.com**
Learner information sheet	**www.cityandguilds.com**
Centre information sheet	**www.cityandguilds.com**
Recording forms	**www.cityandguilds.com**

2 Centre requirements

This section outlines the approval processes for Centres to offer these qualifications and any resources that Centres will need in place to offer the qualifications including qualification-specific requirements for Centre staff.

Centres already offering City & Guilds qualifications in this subject area

Centres approved to offer the qualification Entry Level 1 and 2 Certificate in Personal Progression through Practical Life Skills (3802-01,02) and the Award and Certificate in Personal and Social Development (7577-01) may apply for approval for the new Entry Level 1 Qualifications in Personal Progress (3803-01) using the **fast track approval form**, available from the City & Guilds website. Centres may apply to offer the new qualifications using the fast track form

- providing there have been no changes to the way the qualifications are delivered, and
- if they meet all of the approval criteria specified in the fast track form guidance notes.

Fast track approval is available for 12 months from the launch of the qualification. After this time, the qualification is subject to the **standard** Qualification Approval Process. It is the centre's responsibility to check that fast track approval is still current at the time of application.

Existing centres wishing to offer this qualification must use the **standard** Qualification Approval Process.

2.1 Resource requirements

Physical resources and site agreements

As these qualifications focus on 'learning by doing' rather than 'learning about', few activities should be class based. The qualifications should be delivered in the settings that are most appropriate to the learner. Wherever possible, real and relevant settings and resources that motivate should be used.

As many of the learners may have limited literacy and numeracy skills, resources need to be available to enable learners to demonstrate their ability through carrying out practical tasks rather than writing about them. For example, learners who have difficulty with reading and writing should not be asked to complete worksheets as evidence for their Personal Progress portfolios.

Human resources

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- have experience and expertise in working with people with learning difficulties.
- have experience of providing support around the key areas of the qualification.
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but must never internally verify their own assessments.

Assessors and internal verifiers

While the Assessor/Verifier (A/V) units are valued as qualifications for centre staff, they are not currently a requirement for the qualifications.

Continuing professional development (CPD)

Centres are expected to support their staff in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

2.2   Candidate entry requirements

Learners should not be entered for a qualification of the same type, content and level as that of a qualification they already hold.

There are no formal entry requirements for candidates undertaking these qualifications. However, centres must ensure that candidates have the potential and opportunity to gain the qualifications successfully.

As part of the assessment for this qualification, learners must have access to resources that enable learners to demonstrate their ability through carrying out practical tasks rather than writing about them.

Age restrictions

There are no age limits attached to candidates undertaking the qualifications unless this is a legal requirement of the process or the environment in which they will conduct their placement.

3 Units

Availability of units

The learning outcomes and assessment criteria are also viewable on the National Database of Accredited Qualifications (NDAQ) **www.accreditedqualifications.org.uk**

Structure of units

The units in these qualifications are written in a standard format and comprise the following:
- City & Guilds reference number
- title
- level
- credit value
- unit aim
- assessment and grading
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Summary of units

City & Guilds unit number	Title	Credits
001	Developing communication skills	3
002	Developing reading skills	3
003	Developing writing skills	3
004	Developing ICT skills	4
005	Early mathematics: developing number skills	2
006	Early mathematics: position	2
007	Early mathematics: shape	2
008	Early mathematics: measure	2
009	Early mathematics: sequencing and sorting	3
010	Developing independent living skills: having your say	3
011	Developing independent living skills: keeping safe	2
012	Developing independent living skills: looking after your own home	2
013	Developing independent living skills: being healthy	2
014	Developing independent living skills: looking after yourself	2
015	Developing skills for the workplace: getting things	4

	done	
016	Developing skills for the workplace: following instructions	2
017	Developing skills for the workplace: health and safety	2
018	Developing skills for the workplace: looking and acting the part	2
019	Developing community participation skills: getting out and about	5
020	Developing community participation skills: personal enrichment	2
021	Travel within the community: going places	3
022	Using local health services	2
023	Developing learning skills: learning to learn	5
024	Dealing with problems	4
025	Getting on with other people	4
026	Developing self awareness: all about me	3
027	Rights and responsibilities: everybody matters	3
028	Encountering experiences: being a part of things	3
029	Engaging with the world around you: people	3
030	Engaging with the world around you: events	3
031	Engaging with the world around you: objects	3
032	Understanding what money is used for	3

Unit 001   Developing communication skills

Level: **Entry 1**

Credit value: 3

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication skills.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Listen and respond to other people
2. Speak (or use other means) to communicate with other people
3. Engage in discussion with other people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 001　　　Developing communication skills

Outcome 1　　　Listen and respond to other people

Assessment Criterion

The learner can:

1.1 Show understanding in his/her response to what they have heard

Possible ways of demonstrating that the criterion has been met

- single word, sign or symbol responses to key words in context
- responding to simple prompts, questions, requests and instructions
- demonstrably paying attention
- answering simple questions about a range of personal information
- listening to and following brief narratives

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

Unit 001   Developing communication skills

Outcome 2   Speak (or use other means) to communicate with other people

Assessment Criterion

The learner can:

2.1 Use words, signs, phrases, objects or symbols to communicate

Possible ways of demonstrating that the criterion has been met

- repeating single words, signs and symbols and using these with familiar people
- making simple requests and joining in with music or rhyme
- using short phrases and asking simple questions
- referring to past, present and future events and using conjunctions
- using vocabulary to convey meaning which goes beyond words of purely personal significance

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

Unit 001   Developing communication skills
Outcome 3   Engage in discussion with other people

Assessment Criterion
The learner can:
3.1 Share ideas or preferences with others

Possible ways of demonstrating that the criterion has been met
- using single words, signs or symbols
- presenting single concepts, ideas or preferences by combining 2 or 3 words, signs or symbols
- taking part in one-to-one and group discussions
- taking part in conversations and role-play
- pro-actively contributing to a range of oral interactions on a simple idea or subject

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

Unit 001 Developing communication skills
Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 002   Developing reading skills

Level: **Entry 1**

Credit value: **3**

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing reading skills.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Show some interest in reading
2. Show some response to reading
3. Recognise objects and symbols

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 002   Developing reading skills

Outcome 1   Show some interest in reading

Assessment Criterion

The learner can:

1.1 Demonstrate an interest in texts

Possible ways of demonstrating that the criterion has been met

- Handling books
- Choosing a book or magazine
- Looking at symbols, objects or pictures while listening to someone read
- Expressing preferences about texts

Unit 002   Developing reading skills

Outcome 2   Show some response to reading

Assessment Criterion

The learner can:

2.1 Demonstrate some understanding of what is being read.

Possible ways of demonstrating that the criterion has been met

- Listening to a text being read and responding (e.g. by laughing at something they find funny)
- Communicating about people, characters, events or images from texts with which they are familiar (these might be image rather than word-based texts)
- Distinguishing between words, pictures and symbols and recognising that words are formed from letters which together have a meaning
- Understanding that print conveys meaning and that text flows from right to left and from top to bottom of a page
- Communicating about aspects of texts they have heard read
- Understanding that different texts have different purposes (e.g. information in a timetable; story/entertainment in a novel)

Unit 002   Developing reading skills

Outcome 3   Recognise objects and symbols

Assessment Criterion

The learner can:

3.1 Match objects to symbols, letters or words

Possible ways of demonstrating that the criterion has been met

- Matching similar and identical objects, symbols, signs and words
- Re-reading some of their own commonly-used symbols and marks
- Recognising or reading and selecting a combination of up to 5 words, signs or symbols linked to their personal vocabulary
- Recognising most of the letters of the alphabet fairly consistently and up to 10 words, signs or symbols linked to their personal vocabulary
- Recognising the letters of the alphabet by shape, name and sound and recognising or reading a small repertoire of familiar words and symbols which they encounter in daily life

Unit 002 Developing reading skills
Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 003   Developing writing skills

Level: **Entry 1**

Credit value: 3

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing writing skills.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be aware that marks, symbols, signs or words have meaning
2. Be able to use marks, symbols, signs or words to communicate

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 003   Developing writing skills

Outcome 1   Be aware that marks, symbols, signs or words have meaning

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

- Showing an awareness that marks
- and symbols can have meaning
- Being able to choose, with support, symbols and/or signs for use in personal writing
- Understanding in contexts related to personal information, that particular symbols, signs or words have particular meanings
- With support, using own symbols, signs or words to label particular objects
- Understanding that symbols, signs or words can represent unfamiliar meanings and be able to match some of these to people, objects or places
- Understanding that images, signs, symbols and words convey information for different purposes
- With support, writing short texts using images, signs, symbols familiar words and letters to communicate meaning for different simple purposes

Unit 003 Developing writing skills

Outcome 2 Be able to use marks, symbols, signs or words to communicate

Assessment Criterion

The learner can:

2.1 Communicate using marks, symbols, signs or words.

Possible ways of demonstrating that the criterion has been met

- Making marks or symbols in their preferred mode of communication
- Selecting appropriate symbols, objects or signs to convey meaning
- With support, tracing, overwriting and copying under/over a model, making horizontal, vertical and circular lines to make symbols or signs
- Understanding the difference between letters, words, signs and symbols
- Tracing, overwriting and copying under/over a model, to produce one or two recognisable letters or symbols related to their name
- With some inconsistencies writing from left to right and from top to bottom
- Forming some letters correctly and group them, leaving spaces in between them
- make a shopping list using symbols
- make a mark on art or craft work to identify ownership
- write a letter to a friend using Communicate in Print
- Being able to sequence some letters, symbols and words from memory, such as when writing their own names and a few other simple and familiar words
- Writing by hand using controlled letter shapes, or by using a keyboard, forming a sequence of letters (such as their own name) correctly from memory

Unit 003 Developing writing skills
Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 004 Developing ICT skills

Level: **Entry 1**

Credit value: **4**

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in ICT at E1) with the opportunity to have recognised their achievements in relation to developing ICT skills.

Learning outcomes

There is **three** learning outcome to this unit. The learner will be able to:

1. Use ICT to control the environment
2. Use ICT as a source of information
3. Use ICT to communicate or to augment or enable communication

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 004   Developing ICT skills
Outcome 1   Use ICT to control the environment

Assessment Criterion

The learner can:

1.1 Effect change in their own environment, using ICT

Possible ways of demonstrating that the criterion has been met

- Showing an awareness of a switch
- Activating a switch through a reflex movement
- Accepting hand-on-hand guidance to use a switch
- Responding to an image or sound when activated by chance
- Connecting the use of a switch to the action it causes
- Using a switch to build an image, repeating presses until image is complete
- Using switches in a variety of tools to effect different actions

Unit 004   Developing ICT skills

Outcome 2   Use ICT as a source of information

Assessment Criterion

The learner can:

2.1 Gain information through ICT

Possible ways of demonstrating that the criterion has been met

- Showing an awareness of ICT-generated audio or visual stimuli
- Demonstrating a response (which may be reflex) to auditory/visual stimuli
- Showing awareness of images, sounds and animations
- Demonstrating preferences for certain sounds and images
- Anticipating certain animations or sounds in familiar sequences
- Tracking movements on a screen
- Using a touch screen
- Using a concept keyboard
- Recognising and using on-screen symbols and images
- Working with a facilitator to retrieve previously stored information (e.g. a person-centred learning plan)
- Working with a facilitator to access information relevant to the individual on the internet (e.g. TV listings or football club homepage) or from a CD-ROM
- Receiving e-mails and/or texts

Unit 004   Developing ICT skills

Outcome 3   Use ICT to communicate or to augment or enable communication

Assessment Criterion

The learner can:

3.1 Communicate using ICT

Possible ways of demonstrating that the criterion has been met

- Showing an awareness of ICT-generated audio or visual stimuli e.g. images, sounds or animations
- Demonstrating a response (which may be reflex) to auditory/visual stimuli
- Demonstrating preferences for certain sounds and images
- Anticipating certain animations or sounds in familiar sequences
- Tracking movements on a screen
- Using a touch screen
- Using a concept keyboard
- Recognising and using on-screen symbols and images
- Using enabling technology (e.g. speech synthesiser or voice recognition software)
- Confirming a choice by pressing an option button (e.g. 'Cash' at an ATM)
- Inputting a PIN number (possibly read out to them or by copying from a written version)
- Working with a facilitator to input information into a document in the form of words, symbols or pictures
- Working with a facilitator to send e-mails and/or texts

Unit 004   Developing ICT skills

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 005   Early mathematics: developing number skills

Level: **Entry 1**

Credit value: 2

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to number.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:
1.   Participate in activities involving numbers
2.   Be aware of numbers in given contexts

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 005 Early mathematics: developing number skills
Outcome 1 Participate in activities involving numbers

Assessment Criterion

The learner can:

1.1 Engage in activities relating to counting in whole numbers

Possible ways of demonstrating that the criterion has been met
- Showing an interest in counting and other number activities
- Joining in rote counting to 3 and indicating an awareness of 1 and 2
- Joining in rote counting to 5, counting reliably to 3 and recognising numerals 1, 2 and 3
- Joining in rote counting to 10, counting reliably to 5, such as by grouping objects into a set of 5
- Recognising, identifying and using numerals from 1 to 5, sometimes inconsistently
- Adding and subtracting single-digit numbers reliably to 3 and with support to 5
- Using ordinal numbers of first and second when describing position
- Recognising the symbols =, + and – and understanding how they are applied, with some inconsistency
- Continuing rote counting onwards from a given small number
- Counting reliably up to 5 and with some inconsistencies to 10 objects
- Comparing two given numbers of objects to 5, saying which is more and which is less
- Recognising, knowing the value of, using and writing numerals from 0 to 10 with some inconsistencies
- Relating numbers to collections of objects reliably to 5 and with support to 10
- Adding and subtracting single-digit numbers reliably to 5 and with support to 10
- Using ordinal numbers, from first to fifth when describing position
- Recognising and applying +, – and = such as when working with a calculator to input numbers from 0 – 10

Unit 005 Early mathematics: developing number skills

Outcome 2 Be aware of numbers in given contexts

Assessment Criterion

The learner can:

2.1 Recognise the use of numbers in familiar contexts

Possible ways of demonstrating that the criterion has been met

- 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.

Unit 005   Early mathematics: developing number skills

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 006   Early mathematics: position

Level: **Entry 1**

Credit value: 2

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to position.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1.   Have an awareness of position

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 006 Early mathematics: position

Outcome 1 Have an awareness of position

Assessment Criterion

The learner can:

1.1 Demonstrate an awareness of position

Possible ways of demonstrating that the criterion has been met

- understanding object permanence
- investigating positions through activities such as lining up objects
- understanding simple words, signs and symbols to describe position such as in, out, on
- understanding direction of movement, e.g. towards, backwards, up and down and use some familiar signs, symbols or words to describe position such as inside, outside, above, below, front, back
- understanding and applying simple positional vocabulary and simple statements about direction of movement

Unit 006   Early mathematics: position

Notes for guidance

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 E1. 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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 007   Early mathematics: shape

Level: **Entry 1**

Credit value: **2**

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to position.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Have an awareness of shape

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 007 Early mathematics: shape
Outcome 1 Have an awareness of shape

Assessment Criterion

The learner can:

1.1 Demonstrate an awareness of shape

Possible ways of demonstrating that the criterion has been met

- joining in with stacking objects
- understanding that objects have names relating to shape and using some of these, albeit inconsistently
- recognising and selecting 2D and 3D shapes from a given collection and using familiar names such as circle, square, triangle, rectangle, ball and box, albeit inconsistently
- understanding that 3D shapes can be represented in 2D
- recognising common 2D and 3D shapes and describing their shape, size and attributes using simple terms such as straight, curved, flat, circle, square
- identifying and selecting shapes to make simple models, pictures and patterns

Unit 007　　Early mathematics: shape

Notes for guidance

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 E1. 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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 008   Early mathematics: measure

Level: **Entry 1**

Credit value: 2

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to common measures.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Have an awareness of common measures

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 008   Early mathematics: measure

Outcome 1   Have an awareness of common measures

Assessment Criterion

The learner can:

1.1 Demonstrate an awareness of common measures

Possible ways of demonstrating that the criterion has been met

- Showing an interest in the size of objects in a collection
- Recognising a single attribute of an object including size, length, weight (e.g. picking out a big plate or a short pencil from a selection on request)
- Understanding simple vocabulary including big, small, long, short
- With support, making direct statements about size, length, weight and capacity of objects
- Understanding the concept of more and fewer when dealing with quantities of up to 5 objects
- Recognising the names of the days of the week and significant times of the day
- Identifying by testing, heavy and light and large and small items from a collection of 5 to 10 objects
- Identifying the capacity of containers in use, using simple vocabulary (e.g. full and empty, some in, some gone)
- Understanding the difference in 2-D and 3-D objects between measures of weight and measures of volume
- Understanding and using some simple words, signs and symbols that describe quantity, such as more or less
- Recognising coins up to 20p and notes up to £10.00
- Relating familiar events to the days of the week or to significant times in the day
- Describing and comparing differences in size, 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)
- Recognising and selecting coins up to £2.00 and notes up to £10.00

Unit 008 Early mathematics: measure

Notes for guidance

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 E1. 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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 009   Early mathematics: sequencing and sorting

Level: **Entry 1**

Credit value: 3

Unit aim

This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to sequencing and sorting.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be aware of sequence
2. Be able to sort data

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 009 Early mathematics: sequencing and sorting
Outcome 1 Be aware of sequence

Assessment Criterion

The learner can:

1.1 Recognise aspects of a sequence

Possible ways of demonstrating that the criterion has been met

- Anticipating, following and joining in familiar activities when given contextual cues
- Demonstrating an awareness of
- changes in shape, position and quantity
- Demonstrating awareness of cause and effect in familiar activities
- With support, copying simple patterns
- With support, following and repeating simple sequences of up to 3 steps
- Creating numerically ordered lists of up to 3 items reliably and up to 5 with some inconsistencies

Unit 009   Early mathematics: sequencing and sorting
Outcome 2   Be able to sort data

Assessment Criterion

The learner can:

2.1 Engage in sorting data by a single criterion

Possible ways of demonstrating that the criterion has been met

- Selecting objects with support and some inconsistencies, by a single given criterion (e.g. colour)
- Making simple equivalent sets (e.g. by stacking two chairs) with support and some inconsistencies
- Making simple corresponding sets (e.g. by matching symbols to objects) with support and some inconsistencies
- Grouping objects into sets, using a single given criterion with some inconsistencies when working with up to 5 objects
- Identifying objects and materials by a single given criterion when the difference is marked
- Identifying the odd one out in a familiar collection using a single given criterion
- Solving given problems involving numbers up to 3 and with support to 5
- Recognising, describing and creating lists of up to 5 items that are ordered numerically, alphabetically, by pattern or sequence
- Sorting objects from collections of up to 5 and with support to 10, by a single criterion
- Using simple representations or diagrams such as a number line for counting numbers up to 10
- Solving given problems involving numbers up to 5 and with support to 10
- Estimating up to 5 and with support to 10 numbers of objects and people and checking by counting

Unit 009   Early mathematics: sequencing and sorting

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 010   Developing independent living skills: having your say

Level: **Entry 1**

Credit value: 3

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Express preferences about their lifestyle
2. Be involved in decision-making about how to spend their time

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 010 Developing independent living skills: having your say

Outcome 1 Express preferences about their lifestyle

Assessment Criterion
The learner can:
1.1 Take part in making choices about aspects of their own life

Possible ways of demonstrating that the criterion has been met
- Vocalising or gesturing in response to a person, object or event to indicate like or dislike
- Showing consistent preferences (e.g. for flavours or a particular room or seat)
- Demonstrating an understanding of cause and effect (i.e. by making a choice, they cause something to happen)
- Indicating a preference in response to being offered a choice between two given options (e.g. an inside or outside activity)
- Requesting events or activities without prompting (e.g. selecting an object and taking it to a member of staff)
- Using actions, gestures or single words to indicate choice between two given options
- Listening to options communicated by others
- Identifying two options that they might take in a given situation (share a room/have own room)
- Speak or otherwise communicate to indicate a choice from options which they have identified themselves

The choices should relate as far as possible to lifestyle and should range from the very simple to the more complex (e.g. about where to live, who to live with, how much support they need, how to spend their money) according to the stage on the continuum at which the learner is working.

Unit 010   Developing independent living skills: having your say

Outcome 2   Be involved in decision-making about how to spend their time

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

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

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

Unit 010 Developing independent living skills: having your say

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 011   Developing independent living skills: keeping safe

Level: **Entry 1**

Credit value: 2

Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to learning how to keep themselves safe.

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Know that it is important to keep themselves safe
2. Be able to observe safe practices

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 011 Developing independent living skills: keeping safe

Outcome 1 Know that it is important to keep themselves safe

Assessment Criterion

The learner can:

1.1 Recognise key factors in keeping themselves safe

Possible ways of demonstrating that the criterion has been met

- Acknowledge safety information around the home and in the community
- Identify some key safety signs or symbols
- Recall some health and safety advice/information they have been given
- Respond to health and safety advice /guidance for example fire alarm, crossing the road, stranger danger etc

Unit 011 Developing independent living skills: keeping safe

Outcome 2 Be able to observe safe practices

Assessment Criterion

The learner can:

2.1 Follow simple personal safety routines

Possible ways of demonstrating that the criterion has been met

- Accepting the support of others to keep safe (e.g. by agreeing to be accompanied on a trip)
- Following simple instructions to act safely
- Following simple routines to be safe (e.g. telling someone where they are going, locking the door before leaving, taking keys with them)
- Following simple road safety routines (finding, pressing button, crossing when green man appears)
- Remembering and putting into practice simple safety guidelines explained to them on a previous occasion (e.g. not talking to strangers)
- Knowing that the personal safety guidance is designed to protect them

Unit 011 Developing independent living skills: keeping safe

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 012　Developing independent living skills: looking after your own home

Level:　　　**Entry 1**

Credit value:　2

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1.　Be involved in keeping their home healthy and safe

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 012 Developing independent living skills: looking after your own home

Outcome 1 Be involved in keeping their home healthy and safe

Assessment Criteria

The learner can:

1.1 Take part in domestic activities to ensure that their home is healthy and safe

1.2 Follow basic safety rules to ensure that their home is safe.

Possible ways of demonstrating that the criterion has been met for 1.1

- Helping a carer or support worker in a routine activity (e.g. folding a sheet by holding onto its corners)
- Following a simple instruction (e.g. to push the start button on the vacuum cleaner)
- Participating through a complete activity (helping to sort washing, load and unload machine)
- Initiating involvement (e.g. putting dirty dishes into a dishwasher)
- Independently completing a stage of a task (e.g. sorting coloured from white washing)
- Following simple sequences to complete straightforward tasks
- Undertaking activities because they understand that living independently means taking responsibility for keeping a home clean and safe
- Undertaking activities because they understand that keeping a home clean and safe helps them to be healthy and safe

The activities might include cleaning and tidying, washing and drying clothes, washing up, using a vacuum cleaner or other domestic appliance, storing food, as appropriate to the learner's current or planned circumstances. As the learner moves along the spectrum there should be an increased emphasis on understanding why tasks should be carried out.

Possible ways of demonstrating that the criterion has been met for 1.2

- 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)
- Following a one-step instruction to act safely (e.g. 'now close the lid')
- Following direct prompts to act safely (e.g. turning off a tap after use when a member of staff says 'tap')
- Following a set of safety instructions with two steps
- Independently undertaking a one-step safety activity (e.g. lock door before going to bed)
- Following simple routines (e.g. on leaving house, switch off lights, lock door and check that it is locked)
- Observing rules because they understand that the safety rules are there to protect them from danger

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.

Unit 012 Developing independent living skills: looking after your own home

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 013 Developing independent living skills: being healthy

Level: Entry 1

Credit value: 2

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Be involved in keeping themselves healthy

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 013 Developing independent living skills: being healthy

Outcome 1 Be involved in keeping themselves healthy

Assessment Criterion

The learner can:

1.1 Take part in activities that contribute to keeping themselves healthy.

Possible ways of demonstrating that the criterion has been met

- Accepting the support of others to keep healthy (e.g. by tolerating a personal care routine)
- Following simple instructions to act healthily (e.g. guidance from a physiotherapist)
- Making choices to be healthy (e.g. deciding to go to a swimming class)
- Independently undertaking a simple activity intended to help keep them healthy
- Following simple healthy routines (e.g. washing hands before eating, eating a given balanced meal)
- Making decisions based on an understanding of health (e.g. reducing sugar intake if it is excessive)
- Undertaking activities because they understand that the activities contribute to keeping them healthy

The activities might relate to personal hygiene, taking of medication, exercise or diet, as appropriate to the learner's personal circumstances.

Unit 013 Developing independent living skills: being healthy

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 014 Developing independent living skills: looking after yourself

Level: **Entry 1**

Credit value: 2

Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to undertake their personal care.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Be involved in caring for themselves

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 014 Developing independent living skills: looking after yourself

Outcome 1 Be involved in caring for themselves

Assessment Criteria

The learner can:

1.1 Take part in activities that contribute to their personal care in the home setting.

1.2 Take part in activities that contribute to their personal care in the community.

Possible ways of demonstrating that the criterion has been met for 1.1

- Accepting the support of others (e.g. by allowing a carer to brush their hair or help them dress)
- Helping a carer or support worker in a routine activity (e.g. Putting together equipment to have a bath)
- Following a simple instruction (e.g. to turn the tap on or take the lid off the toothpaste)
- Choosing how they would like to keep clean (bath or shower)
- Following simple sequences to complete straightforward task (e.g. Washing themselves in order from face to feet or putting clothing on correctly)
- Independently completing a personal care task (e.g. going to the toilet unaided)
- Undertake activities because they understand that living independently means taking responsibility for keeping yourself clean.

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

Possible ways of demonstrating that the criterion has been met for 1.2

- Co-operating with a carer or support worker to use a facility
- Expressing the need to use toilet facilities
- Following simple verbal instructions to use facilities such as public toilets, changing rooms
- Observing simple conventions to use services (e.g. closing cubicle door)
- Follow simple routines (e.g. Finding a cubicle, changing and putting belongings in a locker)
- Understanding the health and safety implications of using public facilities
- Apply understanding of health and safety when using public facilities (e.g. washing hands, not talking to strangers)

Unit 015   Developing skills for the workplace: getting things done

Level: **Entry 1**

Credit value: 4

Unit aim

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

Learning outcomes

There are **three** learning outcomes to this unit. The learner will be able to:

1. Be involved in decision-making
2. Be involved in problem-solving
3. Work with others

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 015 Developing skills for the workplace: getting things done

Outcome 1 Be involved in decision-making

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

- indicating preferences in routine activities (eg by showing dislike of particular tasks)
- showing that they understand that actions have consequences (eg by repeating an action which results in the same reaction)
- making choices between two given alternatives
- selecting a particular partner or staff member to work with
- using single words, signs or symbols to indicate a choice from a range of given options
- identifying two or more options and making a decision to do one thing rather than another

Unit 015　　Developing skills for the workplace: getting things done

Outcome 2　　Be involved in problem-solving

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

- acknowledging that there is a problem to be solved (eg when asked if they are stuck or lost; realising that they don't know what to do next; understanding that they need some sort of solution in order to sort something out)

- accepting or seeking help from an appropriate source (eg peer, support worker, employer, website, leaflet)

- selecting and/or implementing a solution (eg by copying the actions of others; listening and responding to the suggestions of others; selecting a solution from a given range; applying a solution used when the same or very similar problem occurred previously, such as looking in lost property for a lost item)

Unit 015 Developing skills for the workplace: getting things done

Outcome 3 Work with others

Assessment Criterion

The learner can:

3.1 Engage in straightforward activities which require him/her to interact with other people

Possible ways of demonstrating that the criterion has been met

- Accepting the presence of others
- Communicating with a familiar person using single ideas or preferences
- Co-operating in a group to listen and/or respond to (or not detract from) the course of discussions
- Taking turns in activities or discussion
- Waiting their turn to ask for help or to receive attention
- Asking and answering simple questions of peers or member of staff (eg chat about the weekend's activity or asking where a package should be stored)
- Following simple instructions from a supervisor
- Asking for help from an appropriate source

Unit 015 Developing skills for the workplace: getting things done

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 016   Developing skills for the workplace: following instructions

Level: **Entry 1**

Credit value: 2

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1.   Be able to follow instructions

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 016   Developing skills for the workplace: following instructions

Outcome 1   Be able to follow instructions

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

- being guided physically or with repeated verbal prompts from a familiar person
- listening to and comprehending simple instructions based on one, two or three key words or signs
- being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out
- listening to and following simple instructions containing single steps from familiar people
- completing a straightforward task by following single step stages

Unit 016 Developing skills for the workplace: following instructions

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 017 Developing skills for the workplace: health and safety

Level: **Entry 1**

Credit value: 2

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Know about healthy and safety at work

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 017   Developing skills for the workplace: health and safety

Outcome 1   Know about healthy and safety at work

Assessment Criterion

The learner can:

1.1 Recognise key features of health and safety in the workplace

Possible ways of demonstrating that the criterion has been met

- acknowledging a familiar safety sign when it is pointed out and explained to them
- identifying some key safety signs and symbols without necessarily being able to interpret their meaning
- recalling the meaning of some health and safety signs and observing them
- observing simple workplace health and safety rules (eg not running, wearing hair net)
- understanding that health and safety rules are put in place to protect people in the workplace

Unit 017 Developing skills for the workplace: health and safety

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 018 Developing skills for the workplace: looking and acting the part

Level: **Entry 1**

Credit value: 2

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Take some responsibility for him/herself in a way that is consistent with workplace expectations

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 018   Developing skills for the workplace: looking and acting the part

Outcome 1   Take some responsibility for him/herself in a way that is consistent with workplace expectations

Assessment Criteria

The learner can:

1.1 Present him/herself in a manner appropriate to the work-place

1.2 Demonstrate appropriate time-keeping and attendance

Possible ways of demonstrating that the criterion has been met for 1.1

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

Possible ways of demonstrating that the criterion has been met for 1.2

- co-operating with the person helping them get ready for an activity
- turning up for and participating in planned activities
- linking an activity with a particular time of day or day of the week
- following simple instructions designed to ensure that they turn up on time (eg wait in Reception after lunch)

Unit 018   Developing skills for the workplace: looking and acting the part

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 019   Developing community participation skills: getting out and about

Level: **Entry 1**

Credit value: 5

Unit aim

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

Learning outcomes

There are **four** learning outcomes to this unit. The learner will be able to:
1. Know that they have a place in the community
2. Use local facilities and services
3. Use local shops
4. Use local eating and drinking places

Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 019 Developing community participation skills: getting out and about

Outcome 1   Know that they have a place in the community

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

- Acknowledging the presence of others in a familiar setting (eg a learning group, a family)
- Identifying others belonging to a familiar given group (eg being able to indicate some of the other learners who are in their cooking class)
- Being able to identify a group within a familiar setting (eg a school as a community)
- Acknowledging that there are other people beyond their familiar settings
- and that they – and the learner - can all belong to a bigger group based on locality (eg a village or town as a community)
- Being aware that they can use the services offered by the community (eg by going to the cinema)
- Being aware that they can contribute to the community (eg by volunteering in a community project)
- Making simple choices about being involved in the community
- Understanding that belonging to a community brings some individual responsibilities (eg putting litter in the bin or keeping noise down when returning home late in the evening)

Unit 019 Developing community participation skills: getting out and about

Outcome 2 Use local facilities and services

Assessment Criterion

The learner can:

2.1 Show that they can use local facilities and services such as post offices, ATMs and leisure services

Possible ways of demonstrating that the criterion has been met

- Co-operating with a carer or support worker to use a facility
- Expressing an opinion on a leisure service (verbally or through gesture)
- Indicating preferences between one given leisure service and another
- Following simple verbal instructions to make use of a service (eg 'put your card in the slot')
- Observing simple conventions to use services (eg waiting in a queue)
- Taking the right equipment and clothing (either selecting it themselves or with support or by taking given items)
- Understanding what the different services provide (eg benefits from the post office, cash from the ATM; swimming at the leisure centre, Bingo at the Bingo Hall)

Unit 019   Developing community participation skills: getting out and about

Outcome 3   Use local shops

Assessment Criterion

The learner can:

3.1 Show that they can use local shops

Possible ways of demonstrating that the criterion has been met

- Co-operating with a carer or support worker to use a shop
- Expressing likes and dislikes in a shop (eg rejecting an item placed in basket by carer)
- Expressing preferences (eg between one item and another)
- Following simple verbal instructions to buy an item (eg 'put the bread in the basket')
- Observing simple conventions relating to shopping (eg waiting in a queue)
- Being able to locate chosen items in a shop, perhaps by following signs (eg those in a supermarket that indicate bakery or fresh produce)
- Following simple routines (eg presenting shopping, handing over money, waiting for change)
- Using a shopping list (pictorial or otherwise)
- Understanding that different shops sell different things

Unit 019 Developing community participation skills: getting out and about

Outcome 4   Use local eating and drinking places

Assessment Criterion

The learner can:

4.1 Show that they can use local eating and drinking places such as cafes, restaurants and pubs

Possible ways of demonstrating that the criterion has been met

- Co-operating with a carer or support worker to visit a café, restaurant or bar
- Expressing likes and dislikes in an eating or drinking place (eg rejecting a given drink)
- Expressing preferences (eg between menu items)
- Following simple verbal or signed instructions (eg to order food)
- Observing simple conventions for the venue (eg waiting to be sat, paying before getting food in a take-away)
- Following simple routines (eg making an order, waiting for food, waiting for bill)
- Understanding that different outlets provide different food and drinks (eg pub sells alcohol; café sells tea and coffee)

Unit 019   Developing community participation skills: getting out and about

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 020   Developing community participation skills: Personal Enrichment

Level: Entry 1

Credit value: 2

Unit aim

This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to follow and develop their own interests.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Be involved in activities of personal interest to themselves

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 020   Developing community participation skills: Personal Enrichment

Outcome 1   Be involved in activities of personal interest to themselves

Assessment Criteria

The learner can:

1.1 Take part in activities such as hobbies, religious observance, individual and group projects

1.2 Take part in visits to places of interest or events

Possible ways of demonstrating that the criterion has been met for 1.1

- Accepting the support of others (e.g. by allowing a carer to support them in preparing for prayer)
- Expressing an opinion on the activity
- Following a simple instruction (e.g. Stick the picture on the page)
- Choosing which activities they would like to follow (e.g. student council, craft or sporting activity, club)
- Collecting information about the area of interest
- Observing simple conventions relating to the activity (e.g. following the church service)
- Understanding that other people may not wish to participate in their hobby or area of interest

Possible ways of demonstrating that the criterion has been met for 1.2

- Accept the support of others to prepare for visits to places of interest or participate in special events
- Express an opinion about the suggested visit or event
- Follow a simple instruction to prepare for the event
- Choose which events to take part in
- Co-operating with a group whilst planning a trip or event)
- Understand why the visit or event is taking place (e.g. To raise money, meet new people, gather information, have fun)
- Understand that taking part in a visit or event may mean taking on a responsibility (e.g. for looking after their own belongings on the bus)

Unit 020 Developing community participation skills: Personal Enrichment

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 021   Travel within the community: going places

Level: **Entry 1**

Credit value: **3**

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Travel within their own community

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 021　Travel within the community: going places
Outcome 1　Travel within their own community

Assessment Criterion

The learner can:

1.1 Make journeys within their local community, whether on foot or by public or private transport

Possible ways of demonstrating that the criterion has been met

- Co-operating with a carer or support worker to make a journey (this might be within a small familiar setting, eg from one part of the college to another)
- Requesting a journey by prompting either verbally or through an alternative method
- Identifying different small stages of a routine journey during the journey (eg knowing to turn right into the leisure centre, after being guided to that point)
- Making routine, short journeys in a sheltered setting (eg within the college)
- Following simple routines under supervision (eg waiting at a bus stop, getting on the right bus, getting off at the right point or finding a crossing, pressing button, walking when green man appears)
- With guidance, selecting the most appropriate form of transport from given options

Unit 021 Travel within the community: going places

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 022   Using local health services

Level: **Entry 1**

Credit value: 2

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Access the services offered by local health services

Guided learning hours

It is recommended that **20** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 022 Using local health services
Outcome 1 Access the services offered by local health services

Assessment Criterion

The learner can:

1.1 Show that they can access local health services, such as GP, dentist, optician A&E, as appropriate to the learner's needs

Possible ways of demonstrating that the criterion has been met

- Co-operating with a carer or support worker to attend an appointment
- Presenting themselves appropriately (eg allowing a carer to carry out personal care in advance, choosing suitable clothes)
- Leaving and arriving on time for an appointment (whether with or without prompting or by following direct instructions)
- Understanding that the appointment is intended to help them be healthy
- Linking the provider to the service (eg dentist deals with teeth)
- Following simple instructions to make an appointment at a health service provider
- Following given procedures in a waiting room (eg taking a ticket, presenting themselves to a receptionist, waiting their turn)

Unit 022   Using local health services

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 023 Developing learning skills: learning to learn

Level: **Entry 1**

Credit value: 5

Unit aim

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

Learning outcomes

There are **five** learning outcomes to this unit. The learner will be able to:

1. Identify strengths and weaknesses in relation to learning
2. Express preferences about learning
3. Be involved in making choices in relation to learning
4. Get help with their learning
5. Be involved in producing and reviewing a person-centred learning plan

Guided learning hours

It is recommended that **50** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 023 Developing learning skills: learning to learn

Outcome 1 Identify strengths and weaknesses in relation to learning

Assessment Criterion

The learner can:

1.1 Recognise what they are good at and what they find difficult

Possible ways of demonstrating that the criterion has been met

- Vocalising or gesturing in response to another's direct questioning about their strengths and weaknesses (e.g. 'Are you finding this hard?)

- Using actions, gestures or words to indicate that they find something easy or difficult while engaged in the related activity

- Indicating in interactions with others, from a number of skills or activities suggested to them which they find difficult and which they find easy

- In supported one-to-one interactions, volunteer something they consider themselves good at and something which they find difficult

Unit 023   Developing learning skills: learning to learn

Outcome 2   Express preferences about learning

Assessment Criterion

The learner can:

2.1 Communicate what they like and what they dislike in relation to learning

Possible ways of demonstrating that the criterion has been met

- Vocalising or gesturing in response to a particular person, situation, or activity to indicate like or dislike
- Showing consistent preferences (e.g. for working with a particular staff member or for a particular type of activity)
- Using actions, gestures or words to indicate a preference for one given learning option over another (e.g. an inside or outside activity; group or pair work; working with clay or painting)
- Requesting preferred events or activities without prompting (e.g. by selecting an object and taking it to a member of staff)
- Independently selecting preferred options
- Using actions, gestures or words to indicate a more generalised learning preference (e.g. I like group work; I don't like money; I enjoy being outside; I like the music teacher)
- Likes and dislikes might relate to any aspect of learning including the content of a learning programme, types of activity, methods of teaching, learning preferences, venues for learning.

Unit 023 Developing learning skills: learning to learn
Outcome 3 Be involved in making choices in relation to learning

Assessment Criterion

The learner can:

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

Possible ways of demonstrating that the criterion has been met

- using single words, signs or symbols to respond to a suggested approach (e.g. a suggested activity, learning group or class)

- presenting single concepts, ideas or preferences about their learning (e.g. I want to do music; I don't want to work outside) in response to prompting

- taking part in one-to-one interactions to identify and select learning options about what they want to learn and why

- identifying options in relation to learning and with support making a choice between them

- using their identified likes and dislikes and aspirations to help make decisions about their learning

Unit 023 Developing learning skills: learning to learn
Outcome 4 Get help with their learning

Assessment Criterion

The learner can:

4.1 Understand how to access sources of support

Possible ways of demonstrating that the criterion has been met

- accepting help from familiar people (e.g. teachers, peers, family members)
- recognising that familiar people can be sources of support
- indicating that they need help
- recognising and being able to find on-site sources of support (e.g. learning support centre; library; personal tutor's office)
- linking sources of support to the type of support that they offer (e.g. IT technician for computer problem, learning support assistant for access to a particular resource

Unit 023 Developing learning skills: learning to learn

Outcome 5 Be involved in producing and reviewing a person-centred learning plan

Assessment Criterion

The learner can:

5.1 Contribute to setting and monitoring targets for their own learning

Possible ways of demonstrating that the criterion has been met

- Listening and responding to a suggested target or set of targets
- Using signs, symbols or words to communicate a longer term aspiration or short term goal – these may not be entirely realistic in their first iteration (e.g. I want to be a teacher; I want to go to the shop on my own)
- Using signs, symbols or words to suggest a target (which may not be entirely realistic in its first iteration)
- Listening and responding to a teacher's assessment of their progress towards a target
- Taking part in straightforward one-to-one discussions about selecting a target that matches their aspirations and reviewing progress towards that target
- Answering straight forward, closed questions about the progress that they are making (e.g. 'Are you finding it easier to use the keyboard?' 'How many times have you been outside this week?')
- Selecting a target from options presented to them (all tailored to meet the learners' needs, interests and aspirations)
- Negotiating or agreeing an appropriate target or set of targets
- Making straightforward comments about their progress in response to general questions such as 'How are you getting on?' (E.g. 'I have been to the workshop twice' 'I don't mind working with Joe now')

Unit 023 Developing learning skills: learning to learn

Notes for guidance

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.

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Unit 024 Dealing with problems

Level: Entry 1

Credit value: 4

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be aware of problems when they arise
2. Come up with a solution to a problem

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 024   Dealing with problems

Outcome 1   Be aware of problems when they arise

Assessment Criterion

The learner can:

1.1 Recognise when they have a problem

Possible ways of demonstrating that the criterion has been met

- Demonstrating an awareness of change in their environment (e.g. a cup is not where it usually is)
- Repeated attempts (not necessarily successful) to do something (e.g. trying to reach or grasp an object)
- Acknowledging that there is a problem to solve when it is pointed out to them (e.g. when asked 'are you stuck?')
- Communicating verbally or otherwise that they don't know what to do next
- Acknowledging that they need a strategy (not necessarily of their own devising) in order to move forwards or resolve a situation (e.g. by seeking out a staff member to demonstrate that they can't get something to work)
- Stating verbally or otherwise that they have a problem

Unit 024 Dealing with problems

Outcome 2 Come up with a solution to a problem

Assessment Criteria

The learner can:

1.1 Identify sources of help

1.2 Select a solution

Possible ways of demonstrating that the criterion has been met for 1.1

* Accepting help from familiar people (e.g. teachers, peers, family members)
* Recognising familiar people as sources of help
* Understanding that help can be provided through different means (e.g. people, help lines, websites, leaflets)
* Finding out about agencies and external bodies that can provide help (e.g. Connexions, a GP, an advocacy group)
* With support, matching agencies and external bodies of key significance to themselves to the kinds of help they can provide (e.g. a health visitor to a new parent)

Possible ways of demonstrating that the criterion has been met for 1.2

* Demonstrating an awareness of cause and effect of their own actions (e.g. by throwing an object to attract attention)
* Listening and responding to suggested solutions
* Being prompted to suggest solutions (not all of which will be appropriate)
* Choosing an appropriate solution from a set of given alternatives, independently or with prompting
* Copying the actions of others to see if they can be used to solve their particular problem, not always successfully
* Recognising the similarities between one situation and another when they are pointed out and with prompting recalling the solution to the previous problem (e.g. responding accurately to the questions 'What did you do when you lost your coat? Would it be a good idea to go to lost property to look for your bag?')
* Suggesting a workable solution to a straightforward problem (not necessarily the most appropriate)
* Understanding simple explanations as to why one suggested solution might be more appropriate than another (e.g. asking a warden for the spare keys is a more appropriate solution to the problem of being locked out than calling emergency services)
* Identifying an appropriate solution by recalling what they did in a previous, similar situation (e.g. remembering what they did last time they go lost at college)

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

Unit 024 Dealing with problems

Notes for guidance

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.

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Unit 025 Getting on with other people

Level: **Entry 1**

Credit value: 4

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Interact with others
2. Take part in a group activity

Guided learning hours

It is recommended that **40** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 025   Getting on with other people

Outcome 1   Interact with others

Assessment Criteria

The learner can:

1.1 Listen and respond to others

1.2 Communicate with others

Possible ways of demonstrating that the criterion has been met for 1.1

- demonstrating an awareness of the presence of others
- Tracking the actions or movements of others
- Focusing attention on the person speaking
- single word, sign or symbol responses to key words in context
- responding to simple prompts, questions, requests and instructions
- demonstrably paying attention
- answering simple questions about a range of personal information
- listening to and following brief narratives or explanations
- listen and respond to a small range of familiar people with different relationships to the learner (e.g. peers, family members, carers, support workers, tutors)

Possible ways of demonstrating that the criterion has been met for 1.2

- vocalising or gesturing to express feelings towards a person (e.g. with a smile or by turning away)
- using single words, signs and symbols and with familiar people
- making simple requests and joining in with music or rhyme
- using short phrases and asking simple questions
- referring to past, present and future events
- using vocabulary to convey meaning which goes beyond words of purely personal significance

Unit 025 Getting on with other people

Outcome 2 Take part in a group activity

Assessment Criteria

The learner can:

2.1 Follow instructions from others

2.2 Accept, ask for or offer help

2.3 Engage in an activity involving 2 or more people

2.4 Take account of other group members

Possible ways of demonstrating that the criterion has been met for 2.1

- tolerating the actions of others to ensure that they are doing as instructed
- being guided physically or with repeated verbal prompts from a familiar person
- listening to and comprehending simple instructions based on one, two or three key words or signs
- being prompted to do as instructed when the instructions relate to a familiar task, routinely carried out
- listening to and following simple instructions containing single steps from familiar people
- completing a straightforward task by following single step stages

Possible ways of demonstrating that the criterion has been met for 2.2

- allowing a familiar person to guide them physically (e.g. hand over hand) or to perform a function which they are not able to perform themselves
- indicating a need for help using a single sign, symbol or word
- asking for help by seeking out an appropriate person, using a short phrase to communicate the type of help needed
- providing help when prompted by others (e.g. holding a door open for
- another learner when asked to do so by staff)
- offering help without prompting (e.g. picking up something dropped by another learner and returning it to them)

Possible ways of demonstrating that the criterion has been met for 2.3

- Sharing their personal space with another person
- Tracking the actions of those involved in the activity
- Electing to join a group
- Being supported to participate in an activity with others
- Communicating about the activity with a familiar person using single ideas or preferences
- Performing a single-step task which contributes to a larger group goal (e.g. doing the artwork for a poster to advertise an event)
- Asking and answering simple questions of peers or member of staff (e.g. 'What do I do next?')
- Following simple instructions from a group leader

Possible ways of demonstrating that the criterion has been met for 2.4

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

- Sharing personal space with others
- Focusing on group members
- Co-operating in a group to listen to (or not detract from) the course of discussions
- Taking turns in activities or discussion
- Waiting their turn to ask for help or to receive attention
- Acknowledging the ideas or preferences of other group members
- Responding to the contributions of other group members (e.g. by agreeing or disagreeing on a proposed activity)

Unit 025   Getting on with other people

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 026　　　　Developing self awareness: all about me

Level:　　　**Entry 1**

Credit value: 3

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be aware of themselves as an individual
2. Be aware of their relationship to others

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 026 Developing self awareness: all about me
Outcome 1 Be aware of themselves as an individual

Assessment Criteria

The learner can:

1.1 Recognise what makes them individual

1.2 Express their individuality

Possible ways of demonstrating that the criterion has been met for 1.1

- Focusing fleetingly on images of themselves
- Showing interest in their own reflection
- Responding to an image of themselves in a mirror
- Reacting to their name being called
- Identifying themselves in photos
- Recognising and using a sign, symbol or object for self
- Confirming personal details in response to straightforward questions (e.g. Are you David?)
- Knowing their own name and some personal details (e.g. parent's name; number of base room at college)
- Being aware of their gender, age (e.g. 15 or adult not child) and other significant defining characteristics (e.g. married)
- Knowing what they like and dislike
- Understanding their own capabilities (e.g. I can use a lift; I need to be accompanied when I go to town)
- Identifying what they would like to do in the future
- Identifying what they would like to change or develop about themselves or their situation

Possible ways of demonstrating that the criterion has been met for 1.2

- Expressing emotions (e.g. pleasure, frustration), perhaps through reflex responses, in vocalisation or gesture
- Vocalising or gesturing in response to a person, object or event to indicate like or dislike
- Expressing consistent preferences, (e.g. for flavours or for particular types of activity)
- Requesting events or activities using signs, symbols, objects or words with or without prompting
- Using actions, gestures or words to indicate choice (e.g. about what to wear; what activity to do; how they want to be supported; what they want to learn)
- Communicating information about themselves to others (e.g. I'm cold; I come to the day centre with my sister)
- Asking for help to do something they wish to achieve
- Explaining what is important to them (e.g. I want to live near my family; I want to do more things on my own; I need to have friends around me; I like to work with Sue)
- Expressing hopes and aspirations (which may not be entirely realistic in their first iteration)
- Setting targets for themselves (which may not be entirely realistic in their first iteration), with or without support, and sharing these with others

Unit 026 Developing self awareness: all about me

Outcome 2 Be aware of their relationship to others

Assessment Criterion

The learner can:

2.1 Recognise how they relate to others

Possible ways of demonstrating that the criterion has been met

- Accepting the presence of familiar people
- Responding (possibly by reflex) to familiar people
- Showing interest in significant people in their lives (e.g. family members, friends, support workers) either when they are present or when pictured in photos
- Being aware that they belong to a family and identifying their place within it (e.g. as mother and daughter; as uncle and brother)
- Being aware that they belong to one or more wider communities (e.g. club/school/town) and how they fit into it (e.g. as member; leader; helper; service user)
- Recognising the roles of different people in their lives (e.g. to teach, to provide different sorts of support, as friends)

Unit 026 Developing self awareness: all about me

Notes for guidance

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.

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Unit 027   Rights and responsibilities: everybody matters

Level: **Entry 1**

Credit value: 3

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Be aware that they have rights as individuals
2. Be aware they have responsibilities as individuals

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 027 Rights and responsibilities: everybody matters
Outcome 1 Be aware that they have rights as individuals

Assessment Criterion

The learner can:

1.1 Recognise some of their basic rights as an individual

Possible ways of demonstrating that the criterion has been met

- Resisting or accepting the support, presence or ideas of others
- Communicating using their own preferred method of communication
- Co-operating with an advocate to express themselves
- Expressing preferences, likes or dislikes or opinions whether in reflex responses, vocalizations, gesture, signs, symbols or words (egg in relation to their learning, their support, aspects of their lifestyle)
- Making choices and decisions, with appropriate degrees of support, as to how they live their lives and what and how they want to learn
- Making challenges and raising objections to the status quo, with appropriate degrees of support, either through vocalizing, gesture, signs, symbols or words (e.g. rejecting a particular food being offered to them; asking for a different keyboard; stating that they do not want to be accompanied round a shop)
- Making requests (e.g. to be moved to a different room; to work with a particular support worker; to go on a work placement)
- Joining clubs and using local services and facilities

Rights might include the right to express opinions with help or support as necessary; to be listened to; to have control over key aspects of their lives; to be part of society; to be accepted for who they are; to have a meaningful education.

Unit 027   Rights and responsibilities: everybody matters

Outcome 2   Be aware they have responsibilities as individuals

Assessment Criteria

The learner can:

2.1 Take some responsibility for themselves

2.2 Recognise some responsibilities that they have towards others

Possible ways of demonstrating that the criterion has been met for 2.1

- Accepting the help of others to keep themselves healthy and safe
- Requesting help to keep healthy and safe or to achieve something they wish to achieve
- Co-operating or participating to ensure personal care routines are carried out and personal safety codes are observed
- Looking after own belongings (e.g. by remembering where they are stored; taking appropriate kit to a sporting club and bringing it back with them afterwards)
- Participating in routine tasks with or without prompting in order to achieve something they wish to achieve
- Carrying out actions, with support as appropriate, to control aspects of their environment (e.g. using a switch to alter the volume of a CD player; closing a window that's causing a draught)
- Making choices and decisions, with support as appropriate, in order to have control over key aspects of their lives (e.g. suggesting targets for their person-centered learning plan; opting for one form of support over another)

Possible ways of demonstrating that the criterion has been met for 2.2

- Accepting help or support
- Ensuring their actions do not cause deliberate harm or distress to others
- Taking turns during an activity
- Waiting for a support worker to finish with another learner before trying to attract their attention

Unit 027 Rights and responsibilities: everybody matters

Notes for guidance

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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 028   Encountering experiences: being a part of things

Level: **Entry 1**

Credit value: **3**

Unit aim

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

Learning outcomes

There are **two** learning outcomes to this unit. The learner will be able to:

1. Encounter activities
2. Respond with reflex to experiences

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 028 Encountering experiences: being a part of things

Outcome 1 Encounter activities

Assessment Criterion

The learner can:

1.1 Experience activities and situations

Possible ways of demonstrating that the criterion has been met

- Being passive or resistant while an activity takes place
- Participating in activities when fully prompted

Unit 028 Encountering experiences: being a part of things
Outcome 2 Respond with reflex to experiences

Assessment Criterion

The learner can:

2.1 Give reflex responses to external stimuli

Possible ways of demonstrating that the criterion has been met

- A physical experience (e.g. 'too hot' to a drink)
- An emotional experience (e.g. laughing when they are happy)

Unit 028 Encountering experiences: being a part of things

Notes for guidance

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.

Unit 029   Engaging with the world around you: people

Level: Entry 1

Credit value: 3

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Interact with people

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 029 Engaging with the world around you: people

Outcome 1 Interact with people

Assessment Criterion

The learner can:

1.1 Engage with people

Possible ways of demonstrating that the criterion has been met

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

Unit 029 Engaging with the world around you: people

Notes for guidance

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 E1. 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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 030 Engaging with the world around you: events

Level: **Entry 1**

Credit value: 3

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Interact with events

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 030   Engaging with the world around you: events
Outcome 1   Interact with events

Assessment Criterion

The learner can:

1.1 Engage with events

Possible ways of demonstrating that the criterion has been met

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

Unit 030   Engaging with the world around you: events
Notes for guidance

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 E1. 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 certainly not expected to undertake all these activities in order to meet the assessment criteria.

Unit 031 Engaging with the world around you: objects

Level: **Entry 1**

Credit value: **3**

Unit aim

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

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1. Interact with objects

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 031   Engaging with the world around you: objects
Outcome 1   Interact with objects

Assessment Criterion

The learner can:

1.1 Engage with objects

Possible ways of demonstrating that the criterion has been met

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

Unit 031　　　Engaging with the world around you: objects

Notes for guidance

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 E1. 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 certainly 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.

Unit 032   Understanding what money is used for

Level: **Entry 1**

Credit value: 3

Unit aim

This unit aims to provide learners working within Entry 1 with the opportunity to have recognised their achievements in relation to understanding what money is used for.

Learning outcomes

There is **one** learning outcome to this unit. The learner will be able to:

1.   Have an awareness of the use of money

Guided learning hours

It is recommended that **30** hours should be allocated for this unit. This may be on a full-time or part-time basis.

Unit 032 Understanding what money is used for

Outcome 1 Have an awareness of the use of money

Assessment Criterion

The learner can:

1.1 identify money from other items

1.2 identify uses of money

1.3 use money in realistic situations

Possible ways of demonstrating that the criterion has been met

- Separate coins from other items
- Recognise the need for transactions
- Show an awareness that money is required to purchase an item in a shop
- Knowing they need to take money when shopping
- Accept support of others to make a transaction
- Exchange money for goods

Unit 032 Understanding what money is used for

Notes for guidance

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 E1. 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 certainly 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.

4 Assessment

4.1 Summary of assessment methods

The entry level 1 units in this handbook encompass '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, 3 and beyond, as appropriate. Each unit is accompanied by guidance to give the centre some idea of the range of ways in which the learners working at different stages on the continuum could meet the assessment criteria. Please refer to the *Qualification guidance* for more information on using the achievement continuum and Unit Transcript which can be found at **www.cityandguilds.com**

Time constraints

All assignments must be completed and assessed within the candidate's period of registration. Centres should advise candidates of any internal timescales for the completion and marking of individual assignments.

4.2 Evidence requirements

Evidence requirements for the qualification are focused on the assessor gathering evidence through observation of practical tasks and activities. Learners must demonstrate that they can meet the criteria as outlined in each of the units. Knowledge based items will be assessed through questioning by the assessor and discussion. The evidence collated should determine how we know that the learner has met the criteria. Within the additional guidance notes there are some suggestions for where alternatives may be used.

Photos may be used to supplement the evidence where there is a need eg it will benefit the learner's memory/understanding of what they have learnt.

4.3 Recording forms

City & Guilds has developed these recording forms for new and existing centres to use as appropriate. Alternatively, City & Guilds endorses a number of electronic recording systems. For details, go to the e-Portfolios page on **SmartScreen.co.uk**.

*Forms 3, 4, 5, 6 and 7 or approved alternatives, are requirements. The other forms have been designed to support the assessment and recording process.

Candidate and centre details (Form 1)

Form used to record learner and centre details, and the units/qualification(s) being assessed and details and signatures of assessor(s) and internal verifier(s).
This should be the first page of the learner portfolio.

Initial and Baseline Learning Profile (Form 2)

Form used to record the initial assessment of learner's learning and development needs and goals.

Assessment plan, review and feedback (Form 3)*

Form used to record unit assessment plans, reviews and feedback to the learner. The form allows for a dated, ongoing record to be developed.

Performance evidence record (Form 4)*

Form used to record details of activities observed, witnessed or for which a reflective or self account has been produced. For some, a customised alternative record may be provided in the qualification handbook.

Evidence location sheet (Form 5)*

Form used to identify what requirements each piece of evidence covers and where it is located, including questioning records which are held elsewhere (for example, because they were conducted online).

Unit assessment and verification declaration (Form 6)*

Form used on completion of each unit to meet the QCA requirement for a statement on authenticity. If this form is not used, there must be a written declaration, at unit level, signed by the assessor and the learner, that the evidence is authentic and that the assessment was conducted under the specified conditions or context. (See Ensuring Quality, ref 5.4, page 28.)

Summary of unit and qualification achievement (Form 7)*

Form used to record the learner's on-going completion of units and progress to final achievement of the complete unit and/or qualification.

Please photocopy the forms as required.

Learner Transcript (Form 8)

Centres are required to complete a transcript for each unit achieved by the learner. Where units are only available at the application stage of the continuum, centres will not be required to use the learner transcript.

City & Guilds endorses several ePortfolio systems. Further details are available at:
www.cityandguilds.com/eportfolios.

Form 1   Candidate and centre details

Keep a record of relevant contact details in the space provided below:

City & Guilds qualification title:			
Qualification number:		Level:	

Candidate details		
Name:		Signature:
City & Guilds registration / unique learner number (ULN):		
Date enrolled with centre:		
Date registered with City & Guilds:		

Centre details		
Name:		Number:
Contact number:		
Quality assurance co-ordinator name and contact (QAC) number:		

Internal verifier details		
Name:		Signature:
Contact number:		Position:

Assessor details		
(1) Name:		Signature:
Contact number:		Position:
Type (please tick):	Work-based ☐ Peripatetic ☐ Independent ☐	
Assessing unit(s):		
(2) Name:		Signature:
Contact number:		Position:
Type (please tick):	Work-based ☐ Peripatetic ☐ Independent ☐	
Assessing unit(s):		

Form 2   Initial and Baseline Learning Profile

Candidate name _____

Personal Progression Skills

Literacy Skills

Numeracy Skills

The candidate's interest

The candidate's long term goals
Previous work placements
The support the candidate needs to work safely
The number of units the candidate will require to achieve the qualification

Assessor Signature…………………………………………………………………………………..

Candidate Signature………………………………………………………………………………..

Date…………………………………………………………………………………………………..

Form 3 Assessment plan, review and feedback

Candidate name: _____

Assessor name: _____

Unit number(s) and title(s): _____

_____

This record can be used for single and multiple unit planning. Remember that all planning should be SMART – Specific, Measurable, Achievable, Realistic and Time Bound.

Date action agreed	What has to be done / What has been reviewed and the feedback / record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

Date action agreed	What has to be done / What has been reviewed and the feedback / record of judgment or outcome	Date to be done by / Date done	Candidate and assessor signatures	Evidence reference

The above is an accurate record of the discussion.

Candidate signature: _____ Date: _____

Assessor signature: _____ Date: _____

Form 4　　　Performance evidence record

Qualification/unit:_____

Candidate name: _____

Use this form to record details of activities (tick as appropriate)

☐　　**observed by your assessor**

☐　　**seen by expert witness**

☐　　**seen by witness**

☐　　**self / reflective account**

Evidence ref(s):
Unit number(s):

NB Your assessor may wish to ask you some questions relating to this activity. There is a separate sheet for recording these. The person who observed/witnessed your activity must sign and date overleaf.

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

Unit(s)	Learning outcome(s)	Assessment criteria	Evidence

I confirm that the evidence listed is my own work and was carried out under the conditions and context specified in the standards.

Candidate signature: _____ Date: _____

Assessor/Expert Witness* signature: _____ Date: _____
*delete as appropriate

Internal Verifier signature (if sampled): _____ Date: _____

Form 5   Evidence location sheet

City&Guilds

Candidate name: _____

Unit number/title: _____

Item of evidence	Loc*	Ref	Link to assessment criteria (✓)																			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

* Location key: P = portfolio, O = office (add further categories as appropriate)

Form 6   Summary of unit and qualification achievement

City&
Guilds

Candidate name: _____ Signature: _____

City & Guilds registration number: _____ Date: _____

Centre name: _____ Centre number: _____

Unit	Title	Internal verification		Grade achieved *(if appropriate)*	Signatures			
		Date	Types of evidence *(see key)*		Assessor*	Candidate	IV*	EV (*if sampled*)

Key for types of evidence (please extend if necessary):   O = Observation; Q = Questioning; P = Work products; C = Candidate/Reflective account; S = Simulation; PD = Professional discussion; A = Assignments, projects/case studies; WT = Witness testimony; ET = Expert witness testimony; RPL = Recognition of prior learning

*If there is a second line assessor/IV, both must sign.

Competence has been demonstrated in all of the units/the qualification recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal verifier signature:_____Date: _____

Form 7   Unit assessment and verification declaration

City & Guilds

Qualification title:_____

Unit number and title: _____

Candidate declaration

I confirm that the evidence listed for this unit is my own work.

Candidate name: _____

Signature:_____ Date: _____

City & Guilds registration / unique learner number (ULN): _____

Assessor declaration

I confirm that this candidate has achieved all the requirements of this unit with the evidence listed.
(Where there is more than one assessor, the co-ordinating assessor for the unit should sign this declaration.)

Assessment was conducted under the specified conditions and context, and is valid, authentic, reliable, current and sufficient.

Assessor name: _____

Assessor signature: _____ Date: _____

Countersignature: (if relevant) _____ Date: _____

(For staff working towards the assessor qualification)

Internal verifier declaration

I have internally verified the assessment work on this unit by carrying out the following (please tick):

☐ **sampling candidate and assessment evidence**   **Date:** _____

☐ discussion with candidate   Date: _____

☐ observation of assessment practice   Date: _____

☐ other – please state: _____ Date: _____

I confirm that the candidate's sampled work meets the standards specified for this unit and may be presented for external verification and/or certification.

☐ Not sampled

Internal verifier name: _____

Internal verifier signature:_____ Date: _____

Countersignature: (if relevant) _____ Date: _____

(For staff working towards the internal verifier qualification)

Form 8   Learner Transcript

(To be used with units that are assessed through the achievement continuum, an exemplar version can be found in the *Qualification Guidance*)

Candidate name: _____

Assessor name: _____

Unit title and Ref No: _____

Learning outcome(s)	Assessment criteria	Achievement Continuum Stage
Assessor Statement:		

Learning outcome(s)	Assessment criteria	Achievement Continuum Stage
Assessor Statement:		

Learning outcome(s)	Assessment criteria	Achievement Continuum Stage

Assessor Statement:

Learning outcome(s)	Assessment criteria	Achievement Continuum Stage

Assessor Statement:

The above is an accurate record of the candidate's achievements.

External moderator/verifier: _____ Date: _____

Assessor signature: _____Date:_____

5 Course design and delivery
5.1 Initial assessment and induction

Centres will need to make an initial assessment of each candidate prior to the start of their programme to ensure they are entered for an appropriate type and level of qualification.

The initial assessment should identify:
- any specific training needs the candidate has, and the support and guidance they may require when working towards their qualifications. This is sometimes referred to as diagnostic testing.
- any units the candidate has already completed, or credit they have accumulated which is relevant to the qualifications they are about to begin.

City & Guilds recommends that centres provide an induction programme to ensure the candidate fully understands the requirements of the qualifications they will work towards, their responsibilities as a candidate, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

Further guidance about initial assessment and induction, as well as a learning contract that centres may use, are available on the City & Guilds website.

5   Course design and delivery

5.2 Recommended delivery strategies

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualifications before designing a course programme.

Centres may design course programmes of study in any way which:
- best meets the needs and capabilities of their candidates
- satisfies the requirements of the qualifications.

City & Guilds recommends that centres address the wider curriculum, where appropriate, when designing and delivering the course. Centres should also consider links to the Functional Skills provided in Appendix 1 Relationships to other qualifications to assist centres with the design and delivery of the qualification.

Centres may wish to include topics as part of the course programme which will not be assessed through the qualifications.

For further information to assist with the planning and development of the programme, please refer to the Qualification Guidance which covers rules of combination, the achievement continuum and the unit/learner transcript which can be found at **www.cityandguilds.com**

Appendix 1   Relationships to other qualifications

Functional Skills (England only)

The Key Skills qualifications are expected to be phased out in England from 2010, and will be largely replaced by the Functional Skills awards. More information about these qualifications is available from **www.cityandguilds.com/functionalskills**.

Appendix 2   Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on **www.cityandguilds.com**.

Centre Guide – Delivering International Qualifications contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Providing City & Guilds qualifications – a guide to centre and qualification approval contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification. Specifically, the document includes sections on:

- The centre and qualification approval process and forms
- Assessment, verification and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Frequently asked questions.

Ensuring quality contains updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document contains information on:

- Management systems
- Maintaining records
- Assessment
- Internal verification and quality assurance
- External verification.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- ***Walled Garden***
  Find out how to register and certificate candidates on line

- ***Events***
  Contains dates and information on the latest Centre events
- ***Online assessment***
  Contains information on how to register for GOLA assessments.

Useful contacts

Type	Contact	Query
UK learners	E: learnersupport@cityandguilds.com	• General qualification information
International learners	E: intcg@cityandguilds.com	• General qualification information
Centres	E: centresupport@cityandguilds.com	• Exam entries • Registrations/enrolment • Certificates • Invoices • Missing or late exam materials • Nominal roll reports • Results
Single subject qualifications	E: singlesubjects@cityandguilds.com	• Exam entries • Results • Certification • Missing or late exam materials • Incorrect exam papers • Forms request (BB, results entry) • Exam date and time change
International awards	E: intops@cityandguilds.com	• Results • Entries • Enrolments • Invoices • Missing or late exam materials • Nominal roll reports
Walled Garden	E: walledgarden@cityandguilds.com	• Re-issue of password or username • Technical problems • Entries • Results • GOLA • Navigation • User/menu option problems
Employer	E: business_unit@cityandguilds.com	• Employer solutions • Mapping • Accreditation • Development Skills • Consultancy
Publications		• Logbooks • Centre documents • Forms • Free literature

If you have a complaint, or any suggestions for improvement about any of the services that City & Guilds provides, email: **feedbackandcomplaints@cityandguilds.com**