



City & Guilds Entry Level 2, 3 and Level 1 Award and Certificate in Augmentative and Alternative Communication (3716-01)

Version 1.2 September 2024

Qualification Handbook

Qualification at a Glance

Subject area	Foundations for learning and life
City & Guilds number	3716
Age group approved	All ages
Entry requirements	No formal requirements
Assessment	Portfolio of Evidence, practical
Grading	Pass/Fail
Approvals	Full approval required Automatic approval available
Support materials	Logbook, Qualification Handbook
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Qualification title	Number	QAN
Entry Level 2 Award in Augmentative and Alternative Communication	3716-01	501/1052/4
Entry Level 3 Award in Augmentative and Alternative Communication	3716-01	501/1050/0
Level 1 Award in Augmentative and Alternative Communication	3716-01	501/1051/2
Entry Level 2 Certificate in Augmentative and Alternative Communication	3716-01	501/1048/2
Entry Level 3 Certificate in Augmentative and Alternative Communication	3716-01	501/1049/4
Level 1 Certificate in Augmentative and Alternative Communication	3716-01	501/1084/6

Version and date	Change detail	Section
1.1 October 2017	Added GLH and TQT details Removed QCF	Introduction to the qualifications Introduction to the qualifications, Units, Appendix 1 and 2
1.2 September 2024	Reviewed for compliance Added new content from the new template and surface formatting and styling (not a migration)	Throughout

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1 Introduction

This document contains the information that centres need to offer the following qualifications:

Qualification title and level	City & Guilds qualification number	Qualification accreditation number	Credit value	GLH	TQT
City & Guilds Entry Level 2 Award in Augmentative and Alternative Communication	3716-01	501/1052/4	6	60	60
City & Guilds Entry Level 3 Award in Augmentative and Alternative Communication	3716-01	501/1050/0	6	60	60
City & Guilds Level 1 Award in Augmentative and Alternative Communication	3716-01	501/1051/2	6	60	60
City & Guilds Entry Level 2 Certificate in Augmentative and Alternative Communication	3716-01	501/1048/2	14	140	140
City & Guilds Entry Level 3 Certificate in Augmentative and Alternative Communication	3716-01	501/1049/4	14	140	140
City & Guilds Level 1 Certificate in Augmentative and Alternative Communication	3716-01	501/1084/6	14	140	140

The Entry Level 2, 3 and Level 1 Award and Certificate in Augmentative and Alternative Communication qualifications are designed to be wide ranging qualifications that allow learners who have little or no natural speech to develop effective communication that enables access to further opportunities both socially, educationally and as a strong key to independent living.

These qualifications cover areas such as communicating with Augmentative and Alternative Communication, dealing with problems in daily life, organising own Augmentative and Alternative Communication equipment, asserting independence by communicating with Augmentative and Alternative Communication, remote communication by communicating with Augmentative and Alternative Communication, or directing others by communicating with Augmentative and Alternative Communication. It also includes competence in accessing and using the enabling technology and at higher levels the facilitation of system maintenance and troubleshooting equipment problems. 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. Each learner will develop communications to his or her full potential using whichever aids are most appropriate to his/her needs.

These qualifications offer an Award and Certificate through Foundation Learning.

These qualifications are based on Scope's Augmentative and Alternative Communication Curriculum, and are designed to be taught by a variety of professionals including teachers and speech and language therapists. They can also be delivered in a range of environments from schools and colleges of further education to training centres and residential homes.

Qualification structure

To achieve the **City & Guilds Entry Level 2 Award in Augmentative and Alternative Communication**, learners must achieve 4 credits from the mandatory unit (201) and a minimum of 2 credits from the following optional units: 101-102, 202-206 or 302-306.

To achieve the City & Guilds **Entry Level 3 Award in Augmentative and Alternative Communication**, learners must achieve 4 credits from the mandatory unit (301) and a minimum of 2 credits from the following optional units: 202-206, 302-306 or 402-406.

To achieve the **City & Guilds Level 1 Award in Augmentative and Alternative Communication**, learners must achieve 4 credits from the mandatory unit (401) and a minimum of 2 credits from the following optional units: 302-306 or 402-406.

To achieve the **City & Guilds Entry Level 2 Certificate in Augmentative and Alternative Communication**, learners must achieve 4 credits from the mandatory unit (201) and a minimum of 10 credits from the following optional units: 101-102, 202-206 or 302-306.

To achieve the **City & Guilds Entry Level 3 Certificate in Augmentative and Alternative Communication**, learners must achieve 4 credits from the mandatory unit (301) and a minimum of 10 credits from the following optional units: 202-206, 302-306 or 402-406.

To achieve the **City & Guilds Level 1 Certificate in Augmentative and Alternative Communication**, learners must achieve 4 credits from the mandatory unit (401) and a minimum of 10 credits from the following optional units: 302-306 or 402-406.

Note: Learners wishing to achieve the City & Guilds Entry 2, Entry 3 and Level 1 Certificate in Augmentative and Alternative Communication must take 50% or more credits from the level they are claiming.

The table following illustrates the unit titles, level and the credit value of each unit

Unit accreditation number	City & Guilds unit number	Unit title	Credit value	Level
Mandatory units (see previous for combination):				
A/601/9742	201	Conversation skills: communicating with augmentative and alternative communication	4	Entry 2
J/601/9761	301	Conversation skills: communicating with augmentative and alternative communication	4	Entry 3
K/601/9798	401	Conversation skills: communicating with augmentative and alternative communication	4	Level 1
Optional units:				
F/502/4317	101	Developing communication skills (imported unit)	3	Entry 1
H/502/4164	102	Developing independent living skills: having your say (imported unit)	3	Entry 1
A/602/0776	202	Directing others: communicating with augmentative and alternative communication	4	Entry 2
F/601/9743	203	Asserting independence: communicating with augmentative and alternative communication	4	Entry 2
R/601/9746	204	Remote communication: communicating with augmentative and alternative communication	4	Entry 2
D/502/0436	205	Dealing with problems in daily life (imported PSD unit)	2	Entry 2
R/602/0802	206	Organise own augmentative and alternative communication equipment	2	Entry 2
J/602/0814	302	Directing others: communicating with augmentative and alternative communication	4	Entry 3
D/601/9765	303	Asserting independence: communicating with augmentative and alternative communication	4	Entry 3
J/601/9775	304	Remote communication: communicating with augmentative and alternative communication	4	Entry 3
H/502/0454	305	Dealing with problems in daily life (imported PSD unit)	2	Entry 3
Y/602/0817	306	Organise own augmentative and alternative communication equipment	2	Entry 3
K/601/9798	401	Conversation skills: communicating with augmentative and alternative communication	4	Level 1
Y/602/0834	402	Directing others: communicating with augmentative and Alternative communication	4	Level 1
D/601/9801	403	Asserting independence: communicating with augmentative and alternative communication	4	Level 1
K/601/9879	404	Remote communication: communicating with augmentative and alternative communication	4	Level 1
L/502/0464	405	Dealing with problems in daily life (imported PSD unit)	2	Level 1
K/602/0837	406	Organise own augmentative and alternative communication equipment	2	Level 1

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
City & Guilds Entry Level 2 Award in Augmentative and Alternative Communication	60	60
City & Guilds Entry Level 3 Award in Augmentative and Alternative Communication	60	60
City & Guilds Level 1 Award in Augmentative and Alternative Communication	60	60
City & Guilds Entry Level 2 Certificate in Augmentative and Alternative Communication	140	140
City & Guilds Entry Level 3 Certificate in Augmentative and Alternative Communication	140	140
City & Guilds Level 1 Certificate in Augmentative and Alternative Communication	140	140

Opportunities for progression

On completion of these qualifications learners may progress into work, training further education or to the following City & Guilds qualifications:

- 7577-01 Entry level 2, 3 and Level 1 Award and Certificate in Personal and Social Development*
- 7546-01 Entry level 2, 3, Level 1 and Level 2 Award, Certificate and Diploma in Employability and Personal Development*.

*This qualification is no longer available. Please contact City & Guilds directly for further information.

The table following charts the various levels of a typical AAC learner horizontally but also shows the vertical progression of the relevant support, expected outcomes and the appropriate situations that will enable the learner to achieve certification and the necessary skills at or above their diagnosed level.

Level	Partner	Situation/context	Environment	Language	Guidance
Entry 1	Working towards a range of known people	Working towards a range of routine and familiar situations	Familiar	Working towards a range of signs, gestures, single words and/or pre-stored messages	Full and extensive guidance expected
Entry 2	Known people	Routine and familiar situations - at least 2 different contexts	Familiar	Signs, gestures, single words and/or pre-stored messages	Extensive guidance may be required
Entry 3	Known and unknown people – at least one example with an unknown person	Familiar situations – at least 2 different contexts	Familiar	Using signs, gestures, single words, two/three word phrases and/or pre-stored messages. Some examples at the higher level where appropriate	Some guidance may be required.
Level 1	Known and unknown people – at least one example with an unknown person	Familiar and unfamiliar situations - at least 2 different contexts with at least one example in an unfamiliar situation	Familiar and unfamiliar	Using signs, gestures, single words, two/three word phrases and sentences (including some compound sentences) and/or pre-stored messages. Some examples at the higher level where appropriate	Essentially independent of guidance

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.

Approval

Full approval

To offer these qualifications, new centres will need to gain both centre and qualification approval. Please refer to the document Centre Approval Process: Quality Assurance Standards for further information.

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

Automatic approval

Centres approved to offer the qualification 3715-01 Entry Level 1, 2 and 3 Effective Augmentative and Alternative Communication (100/3503/5) have automatic approval to offer this qualification. Also included are the following Foundation Learning suites of qualifications to support this qualification:

- 3803-01 Entry level 1 Qualifications in Personal Progress (this includes 32 pre-entry units that can be achieved through an Award, Certificate or Diploma).
- 3803-03 Entry level 3 Certificate in Personal Progression through Supported Employment.

*This qualification is no longer available

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

Please refer to the document Centre Approval Process: Quality Assurance Standards for further information (available on the City & Guilds website www.cityandguilds.com).

Resource requirements

Centre staffing

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

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- be occupationally knowledgeable in the areas of AAC systems (low technology: communication book; communication chart; signing etc and high technology: minspeak; spelling and work prediction devices; dynamic display devices and symbol devices) for

which they are delivering training. This knowledge must be at least to the same level as the training being delivered

Makaton, Rebus, Bliss and picture communication symbols can be used with either low or high technology.

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

The centre must have a positive communication policy and have a commitment to the use and development of the AAC systems, both high and low technology in all situations. The centre should have access to a speech and language therapist for initial assessment and advice on language and communication skills, selecting and developing the most appropriate AAC systems.

The centre must have resources or access to resources to maintain and support AAC systems. It is the role of the tutor or appropriate person to assess the learners and to complete the evidence record log with the agreement of the learners. The co-ordinator has overall responsibility for quality assurance of the programme and the assessment procedure.

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 quality assurance, and that it takes account of any national or legislative developments.

Quality assurance

Approved centres must have effective quality assurance systems to ensure optimum delivery and assessment of qualifications. Quality assurance includes initial centre approval, qualification approval and the centre's own internal procedures for monitoring quality. Centres are responsible for internal quality assurance and City & Guilds is responsible for external quality assurance. All external quality assurance processes reflect the minimum requirements for verified and moderated assessments, as detailed in the Centre Assessment Standards Scrutiny (CASS), section H2 of Ofqual's General Conditions. For more information on both CASS and City and Guilds Quality Assurance processes visit: the **What is CASS?** and [Quality Assurance Standards](#) documents on the City & Guilds website.

Standards and rigorous quality assurance are maintained by the use of:

- Internal quality assurance
- City & Guilds external quality assurance.

In order to carry out the quality assurance role, Internal Quality Assurers must

- have appropriate teaching and vocational knowledge and expertise
- have experience in quality management/internal quality assurance
- hold or be working towards an appropriate teaching/training/assessing qualification
- be familiar with the occupation and technical content covered within the qualification.

External quality assurance for the qualification will be provided by City & Guilds EQA process. EQAs are appointed by City & Guilds to approve centres, and to monitor the assessment and internal quality assurance carried out by centres. External quality assurance is carried out to ensure that assessment is valid and reliable, and that there is good assessment practice in centres.

The role of the EQA is to:

- provide advice and support to centre staff
- ensure the quality and consistency of assessments and marking/grading within and between centres by the use of systematic sampling
- provide feedback to centres and to City & Guilds.

Learner 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 learners undertaking these qualifications. However, centres must ensure that learners have the potential and opportunity to gain the qualifications successfully.

Age restrictions

There are no age limits attached to learners undertaking the qualifications unless this is a legal requirement of the process or the environment.

Access arrangements and reasonable adjustments

City & Guilds has considered the design of this qualification and its assessments in order to best support accessibility and inclusion for all learners. We understand however that individuals have diverse learning needs and may require reasonable adjustments to fully participate. Reasonable adjustments, such as additional time or alternative formats, may be provided to accommodate learners with disabilities and support fair access to assessment.

Access arrangements are adjustments that allow learners with disabilities, special educational needs, and temporary injuries to access the assessment and demonstrate their skills and knowledge without changing the demands of the assessment. These arrangements must be made before assessment takes place.

Equality legislation requires City & Guilds to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

It is the responsibility of the centre to ensure at the start of a programme of learning that learners will be able to access the requirements of the qualification.

Please refer to the Joint Council for Qualifications (JCQ) access arrangements and reasonable adjustments and access arrangements - when and how applications need to be made to City & Guilds. For more information documents are available on the City & Guilds website.

3 Delivering the Qualification

Initial assessment and induction

Centres will need to make an initial assessment of each learner 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 learner 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 learner 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 learner fully understands the requirements of the qualifications they will work towards, their responsibilities as a learner, and the responsibilities of the centre. It may be helpful to record the information on a learning contract.

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 learners
- satisfies the requirements of the qualifications.

When designing and delivering the course programme, centres might wish to incorporate other teaching and learning that is not assessed as part of the qualifications. This might include the following:

- literacy, language and/or numeracy
- personal learning and thinking
- personal and social development
- employability.

Where applicable, this could involve enabling the learner to access relevant qualifications covering these skills.

Inclusion and diversity

City & Guilds is committed to improving inclusion and diversity within the way we work and how we deliver our purpose which is to help people and organisations develop the skills they need for growth.

More information and guidance to support centres in supporting inclusion and diversity through the delivery of City & Guilds qualifications can be found here:

[Inclusion and diversity | City & Guilds \(cityandguilds.com\)](#)

Sustainability

City & Guilds are committed to net zero. Our ambition is to reduce our carbon emissions by at least 50% before 2030 and develop environmentally responsible operations to achieve net zero by 2040 or sooner if we can. City & Guilds is committed to supporting qualifications that support our customers to consider sustainability and their environmental footprint.

More information and guidance to support centres in developing sustainable practices through the delivery of City & Guilds qualifications can be found here:

[Our Pathway to Net Zero | City & Guilds \(cityandguilds.com\)](#)

Centres should consider their own carbon footprint when delivering this qualification and consider reasonable and practical ways of delivering this qualification with sustainability in mind. This could include:

- reviewing purchasing and procurement processes (such as buying in bulk to reduce the amount of travel time and energy, considering and investing in the use of components that can be reused, instead of the use of disposable or single use consumables)
- reusing components wherever possible
- waste procedures (ensuring that waste is minimised, recycling of components is in place wherever possible)
- minimising water use and considering options for reuse/salvage as part of plumbing activities wherever possible.

Qualification support materials

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

Description	How to access
3803-01 Entry level 1 Qualifications in Personal Progress handbook (this includes 32 pre-entry units that can be achieved through an Award, Certificate or Diploma)	www.cityandguilds.com
Certificate logbook	www.cityandguilds.com
Qualification Handbook	www.cityandguilds.com

4 Assessment

Summary of assessment methods

For these qualifications, learners will be required to complete the following assessment:

- a portfolio of evidence for **each** unit.

Portfolio of evidence

Learner and centres may decide to use a paper-based or electronic method of recording evidence.

City & Guilds endorses several ePortfolio systems, including our own, Learning Assistant, an easy-to-use and secure online tool to support and evidence learners' progress towards achieving qualifications. Further details are available at www.cityandguilds.com/eportfolios.

City & Guilds has developed a set of recording forms including examples of completed forms for new and existing centres to use as appropriate. Recording forms are available on the City & Guilds website.

Although new centres are expected to use these forms, centres may devise or customise alternative forms, which must be approved for use by the external quality assurers, before they are used by learners and assessors at the centre. Amendable (MS Word) versions of the forms are available on the City & Guilds website.

Evidence sources

A portfolio of evidence will typically include several pieces of evidence – it must contain sufficient evidence to demonstrate the knowledge and skills required for each appropriate unit. Evidence sources may include:

- training logbooks
- centre-produced worksheets and activities
- annotated photographs
- video clips (maximum duration in total = 10 minutes)
- workplace documentation/records, for example job cards/job sheets, equipment check/maintenance/service records, parts order records.

This is not a definitive list; other evidence sources are permitted.

The evidence provided must be valid and attributable to the learner; the portfolio of evidence must contain a statement from the centre confirming this.

Evidence **must not** include:

- any methods of self-assessment
- any employer contributions should focus on direct observation of evidence (for example witness statements) of competence rather than opinions.

Recognition of prior learning (RPL)

Recognition of Prior Learning (RPL) recognises the contribution a person's previous experience could contribute to a qualification. is allowed and is not sector specific.

5 Units

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 accreditation number (UAN)
- unit aim
- relationship to NOS, other qualifications and frameworks
- learning outcomes which are comprised of a number of assessment criteria.
- possible ways of demonstrating that the criteria has been met
- scope
- definitions
- guidance on assessment
- unit notes

Summary of units

City & Guilds unit number	Title	Unit number	Credits
101	Developing communication skills (imported unit)	F/502/4317	3
102	Developing independent living skills: having your say (imported unit)	H/502/4164	3
201	Conversation skills: communicating with augmentative and alternative communication	A/601/9742	4
202	Directing others: communicating with augmentative and alternative communication	A/602/0776	4
203	Asserting independence: communicating with augmentative and alternative communication	F/601/9743	4
204	Remote communication: communicating with augmentative and alternative communication	R/601/9746	4
205	Dealing with problems in daily life (imported PSD unit)	D/502/0436	2
206	Organise own augmentative and alternative communication equipment	R/602/0802	2
301	Conversation skills: communicating with augmentative and alternative communication	J/601/9761	4
302	Directing others: communicating with augmentative and alternative communication	J/602/0814	4
City & Guilds unit number	Title	Unit number	Credits
303	Asserting independence: communicating with augmentative and alternative communication	D/601/9765	4
304	Remote communication: communicating with augmentative and alternative communication	J/601/9775	4
305	Dealing with problems in daily life (imported PSD unit)	H/502/0454	2
306	Organise own augmentative and alternative communication equipment	Y/602/0817	2
401	Conversation skills: communicating with augmentative and alternative communication	K/601/9798	4
402	Directing others: Communicating with Augmentative and Alternative Communication	Y/602/0834	4
403	Asserting independence: communicating with augmentative and alternative communication	D/601/9801	4
404	Remote communication: communicating with augmentative and alternative communication	K/601/9879	4
405	Dealing with problems in daily life (imported PSD unit)	L/502/0464	2
406	Organise own augmentative and alternative communication equipment	K/602/0837	2

Glossary of terms used in the units

The following key words and terms are used in the units.

Term	Definition
Recognise	be aware of
Respond	active response
Comment	a statement of fact
Request	a statement of need
Topic	general subject area eg personal details, hobbies, family and friends
Appropriate language	should take account of listener and situation
Repair	clarify understanding for the listener
Message	a comment or question
Warnings	any expression, sound or gesture that indicates danger
Encouragement	any expression, sound or gesture that gives confidence or hope
Preference	what the learner chooses to do or like
Explanation	in relation to someone disagreeing with a preference or feeling
Persuade	influence another to do something
Simple message	a basic form of making personal contact
Maintain	keep the conversation going by responding
Close	bring to an end
Simple arrangements	eg to go home, to cancel a tutorial
Information	eg appointment times, bus time

Term	Definition
Problem	might include obstacles or difficulties that need to be resolved that learners might encounter at home, at work or in other areas of their life e.g. problems with equipment (lost footrest for wheelchair), taxi hasn't turned up etc. The problem must be real not simulated
Straightforward	the problem should have a high likelihood of being solved by the learner and within the parameters of their resources and personal circumstances and the duration of the unit.
Given procedure	eg see wheelchair services, inform appropriate person to contact taxi firm
AAC system	total equipment required by a user for Augmentative and Alternative Communication
Communication aids	a physical object or device used to transmit or receive messages (communication book, chart or VOCA (Voice Output Communication Aid
User ready	eg clean, charged, legible, plugged in, switch attached or in position
Programmed or added	depending on type of communication aid used
Social conversation	small talk eg talking about the weather
Eye contact	where eye contact is not possible, other acknowledgement is acceptable
Communication	this can be oral or non-oral communication eg gestures
Intent	what the learner is going to do
Rule or constraint	these can be external or personal limitations which affect the learner's independence
Argue	implies a dialogue to overcome disagreement
Apologise	express regret
Remote communication	communication to or from a person who is at a distance using technology eg using telephone, text, minicom, e-mail, social networking websites
Initiate	use technology to start the conversation
Record or remember	strategy for retaining information given

Correct location	in correct classification/page
Non-verbal cues	not using words eg a serious face.
Informal farewells	used with a friend or colleague eg 'cheerio'
Formal farewells	used with people you do not know well eg 'goodbye'
Lists of items	could be 'Please put my hat, Mac and travel pass in my bag'
Instructions	for an everyday activity could be directions on how to get to a local shop
Instructions to plan an event	could be giving instructions for a party eg what they were to do, what they would need to buy and what food they would have
Effectiveness	has the encouragement or warning been heard or acted upon
Negotiate	come to a compromise where agreement not reached
Feel appreciated	some expression of worth or value
Recorded message	a BT message, personal recorded message, company message or a website
Parameters	scanning speed, voice, volume, access methods etc
Organise	identify what is required or arrange carrying or transport
A specific purpose	Could be to make a phone call or give a presentation

Unit 101

Developing communication skills

Level: Entry 1

Credit value: 3

UAN: F/502/4317

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 101 Developing communication skills

Outcome 1 Listen and respond to other people

Assessment Criteria

The learner can:

- 1 Show understanding in his/her response to what they have heard.

Possible ways of demonstrating that the criteria 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.

Guidance

- This criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 101

Developing communication skills

Outcome 2

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

Assessment Criteria

The learner can:

- 1 Use words, signs, phrases, objects or symbols to communicate.

Possible ways of demonstrating that the criteria 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.

Guidance

- This criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 101

Developing communication skills

Outcome 3

Engage in discussion with other people

Assessment Criteria

The learner can:

- 1 Share ideas or preferences with others.

Guidance

- This criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Possible ways of demonstrating that the criteria 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 101 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 102 Developing independent living skills:
having your say

Unit 102 Developing independent living skills: having your say

Level: **Entry 1**

Credit value: **3**

UAN: H/502/4164

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 101

Developing communication skills

Outcome 1

Express preferences about their lifestyle

Assessment Criteria

The learner can:

1. take part in making choices about aspects of their own life.

Guidance

- This criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Possible ways of demonstrating that the criteria has been met

- Vocalising or gesturing in response to a person, object or event to indicate like or dislike
- Showing consistent preferences (eg for flavours or a particular room or seat)
- 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 (eg an inside or outside activity)
- Requesting events or activities without prompting (eg selecting an object and taking it to a member of staff)
- Using actions, gestures or single words to indicate choice between two given options
- Listening to options communicated by others
- Identifying two options that they might take in a given situation (share a room/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 (eg about where to live, who to live with, how much support they need, how to spend their money) according to the stage on the continuum at which the learner is working.

Unit 101

Developing communication skills

Outcome 2

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

Assessment Criteria

The learner can:

1. take part in decision-making about how they spend their time.

Possible ways of demonstrating that the criteria has been met

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

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

Guidance

- This criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 101 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 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 201

Conversation skills: communicating with augmentative and alternative communication

Level: Entry 2
Credit value: 4
UAN: A/601/9742

Unit aim

The aim of this unit is to provide the learner with the skills to carry out simple conversations effectively using AAC.

At this level the learner should be able to use signs, gestures, single words and/or pre-stored messages (using high or low technology) with known partners in routine situations and a familiar environment. At this level extensive guidance may be required.

Learning outcomes

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

1. Respond to partner's conversation opening with known partners in routine situations and a familiar environment
2. Start a conversation with known partners in routine situations and a familiar environment
3. Keep conversation going with known partners in routine situations and a familiar environment
4. Repair a conversation with known partners in routine situations and a familiar environment
5. Close a conversation with known partners in routine situations and a familiar environment

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 201	Conversation skills: communicating with augmentative and alternative communication
Outcome 1	Respond to partner's conversation opening with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. **recognise** partner's wish to communicate using signs or gestures, single words or pre-stored messages
2. **respond** to partner's opening communication using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting.

Who: with peers; teachers; tutors; support workers; therapists and other relevant people.

When: during lessons; free time; tutorials; leisure activities.

How: eye contact; facial expression eg smile; gesture eg nod; vocalisation; single word/object/picture/symbol/sign eg 'yes'.

Definitions

- **Recognise:** be aware of.
- **Respond:** active response.

Guidance

- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.
- All the criteria for this outcome are likely to be covered in **one** conversation.

Unit 201 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 2 Start a conversation with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. get partner's attention using signs or gestures, single words or pre-stored messages
2. make a **comment** using signs or gestures, single words or pre-stored messages
3. make a **request** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting.

Who: with peers; teachers; tutors; support workers; therapists and other relevant people.

When: during lessons; free time; tutorials; leisure activities.

How: eye contact; facial expression; gesture; touch; make sound; vocalisation; single word /object/picture/symbol/sign eg 'Hi', 'Hello', 'Hot', 'I want ...'.

Definitions

- **Comment:** a statement of fact.
- **Request:** a statement of need.

Guidance

- At Entry 2 all the criteria do not need to be covered in the same conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 201

Conversation skills: communicating with augmentative and alternative communication

Outcome 3

Keep conversation going with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. listen in order to identify the conversation **topic** using signs or gestures, single words or pre-stored messages
2. make a relevant **comment** using signs or gestures, single words or pre-stored messages
3. answer a question using signs or gestures, single words or pre-stored messages
4. ask a question using signs or gestures, single words or pre-stored messages
5. use **appropriate language** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting.

Who: with peers; teachers; tutors; support workers; therapists and other relevant people.

When: during lessons; free time; tutorials; leisure activities.

How: facial expression; gesture; vocalisation; single word /object/picture/symbol/sign eg 'Sun shining'; 'Drink'; 'Finish work?'

Definitions

- **Topic:** general subject area eg personal details, hobbies, family and friends.
- **Comment:** a statement of fact.
- **Appropriate language:** should take account of listener and situation.

Guidance

- At Entry 2 all the criteria do not need to be covered in the same conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 201 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 4 Repair a conversation with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. repeat a **message** using signs or gestures, single words or pre-stored messages
2. ask for help to **repair** conversation using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting.

Who: with peers; teachers; tutors; support workers; therapists and other relevant people.

When: during lessons; free time; tutorials; leisure activities.

How: facial expression; gesture; touch; vocalisation; single word /object/picture/symbol/sign eg 'Sun shining'; 'Drink'; 'Finish work?'; 'Help'; 'Please explain'.

Definitions

- **Message:** a comment or question.
- **Repair:** clarify understanding for the listener.

Guidance

- At Entry 2 all the criteria do not need to be covered in one conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 201 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 5 **Close a conversation with known partners in routine situations and a familiar environment**

Assessment Criteria

The learner can:

1. use relevant farewells using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting.

Who: with peers; teachers; tutors; support workers; therapists and other relevant people.

When: during lessons; free time; tutorials; leisure activities.

How: gesture eg wave; vocalisation; single word /object/picture/symbol/sign eg 'Goodbye'; 'See you'.

Guidance

- The criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 202

Directing others: communicating with augmentative and alternative communication

Level: Entry 2
Credit value: 4
UAN: A/602/0776

Unit aim

The aim of this unit is to provide the learner with the skills to direct others effectively using AAC.

At this level the learner should be able to use signs, gestures, single words and/or pre-stored messages (using high or low technology) with known partners in routine situations and a familiar environment. At this level extensive guidance may be required.

Learning outcomes

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

1. Communicate needs to known partners in routine situations and a familiar environment
2. Communicate choices to known partners in routine situations and a familiar environment
3. Give instructions to known partners in routine situations and a familiar environment
4. Give warnings to known partners in routine situations and a familiar environment
5. Give encouragement to known partners in routine situations and a familiar environment

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 202 **Directing others: communicating with augmentative and alternative communication**

Outcome 1 Communicate needs to known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. state needs using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression; gesture eg pointing; vocalisation; single word/object/picture/symbol/sign eg 'drink'.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 202 **Directing others: communicating with augmentative and alternative communication**

Outcome 2 **Communicate choices to known partners in routine situations and a familiar environment**

Assessment Criteria

The learner can:

1. state choices using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression; gesture eg pointing; vocalisation; single word/object/picture/symbol/sign eg 'cola'.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 202

Directing others: communicating with augmentative and alternative communication

Outcome 3

Give instructions to known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. give lists of items for specific purposes using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression; gesture eg pointing; vocalisation; single word/object/picture/symbol/sign eg 'cup, plate'.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 202

Directing others: communicating with augmentative and alternative communication

Outcome 4

Give warnings to known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. give **warnings** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression; gesture eg banging the table; vocalisation; single word/object/picture/symbol/sign eg 'stop'.

Definitions

- **Warnings:** any expression, sound or gesture that indicates danger.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 202

Directing others: communicating with augmentative and alternative communication

Outcome 5

Give encouragement to known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. give **encouragement** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression; gesture eg clapping; vocalisation; single word/object/picture/symbol/sign eg 'good'.

Definitions

- **Encouragement:** any expression, sound or gesture that gives confidence or hope.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 203

Asserting independence: communicating with augmentative and alternative communication

Level: Entry 2
Credit value: 4
UAN: F/601/9743

Unit aim

The aim of this unit is to provide the learner with the skills to assert their own independence effectively using AAC.

At this level the learner should be able to use signs, gestures, single words and/or pre-stored messages (using high or low technology) with known partners in routine situations and a familiar environment. At this level extensive guidance may be required.

Learning outcomes

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

1. Express preferences to known partners in routine situations and a familiar environment
2. Express opinions and feelings to known partners in routine situations and a familiar environment
3. Clarify issues in relation to asserting independence with known partners in routine situations and a familiar environment
4. Influence others in relation to asserting independence with known partners in routine situations and a familiar environment

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence

Unit 203 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 1 Express preferences to known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. express a **preference** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant known people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression eg grimace; gesture eg pointing; vocalisation; single word/object/picture/symbol/sign eg 'sugar'.

Definition

- **Preference:** what the learner chooses to do or like.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 203 Asserting independence: communicating with augmentative and alternative communication

Outcome 2 Express opinions and feelings to known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. express an opinion or feeling using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and relevant known people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression; gesture eg clapping; vocalisation; single word/object/picture/symbol/sign eg 'angry'.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 203 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 3 Clarify issues in relation to asserting independence with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. request an **explanation** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and relevant known people.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

How: eye contact; facial expression eg a frown; gesture; vocalisation; single word/object/picture/symbol/sign eg 'why?'.

Definitions

- **Explanation:** in relation to someone disagreeing with a preference or feeling.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 203 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 4 Influence others in relation to asserting independence with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. **persuade** another person using signs or gestures, single words or pre-stored messages
2. disagree with another person using signs or gestures, single words or pre-stored messages
3. thank another person where appropriate using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and relevant known people.

When: at home; school; residential setting; shopping; travelling.

How: eye contact eg eye pointing; facial expression; gesture; vocalisation; single word/object/picture/symbol/sign eg 'door please', 'thank you'.

Definitions

- **Persuade:** influence another to do something.

Guidance

- At Entry 2 it is unlikely these criteria will be covered within the same conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.

Unit 204

Remote communication: communicating with augmentative and alternative Communication

Level: Entry 2
Credit value: 4
UAN: R/601/9746

Unit aim

The aim of this unit is to provide the learner with the skills to use remote communication devices using AAC.

At this level the learner should be able to use signs, gestures, single words and/or pre-stored messages (using high or low technology) with known partners in routine situations and a familiar environment. At this level extensive guidance may be required.

Learning outcomes

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

1. Respond to remote communication from another person with known partners in routine situations and a familiar environment
2. Converse socially using remote communication with known partners in routine situations and a familiar environment
3. Make arrangements using remote communication with known partners in routine situations and a familiar environment

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 204 **Remote communication: communicating with augmentative and alternative Communication**

Outcome 1 Respond to remote communication from another person with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. respond 'yes' or 'no' or some other very simple message using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family members ; teachers; tutors; support workers; therapists; other relevant known people.

When: during lessons; free time; tutorials; leisure activities.

How: vocalisation; single word/object/picture/symbol/sign eg 'Hi'.

Definitions

- **Simple message:** a basic form of making personal contact.

Guidance

- At Entry 2 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.
- Remote communication is communication to or from a person who is at a distance using technology eg using telephone, minicom, e-mail, social networking websites, text.
- It may not be appropriate use gesture with some forms of remote communication.

Unit 204 **Remote communication: communicating with augmentative and alternative Communication**

Outcome 2 Converse socially using remote communication with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. initiate a conversation remotely using signs or gestures, single words or pre-stored messages
2. **maintain** a conversation remotely using signs or gestures, single words or pre-stored messages
3. **close** a conversation remotely using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family members ; teachers; tutors; support workers; therapists; other relevant known people.

When: during lessons; free time; tutorials; leisure activities.

How: vocalisation; single word/object/picture/symbol/sign eg Hello, Paul', 'Bored', 'Good'.

Definitions

- **Maintain:** keep the conversation going by responding.
- **Close:** bring to an end.

Guidance

- At Entry 2 these criteria may be covered in the same or different conversations.
- The criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.
- The learner may use one or a number of different remote communication devices.
- It may not be appropriate use gesture with some forms of remote communication.

Unit 204 **Remote communication: communicating with augmentative and alternative Communication**

Outcome 3 Make arrangements using remote communication with known partners in routine situations and a familiar environment

Assessment Criteria

The learner can:

1. give **information** about arrangements using signs or gestures, single words or pre-stored messages
2. make **simple arrangements** using signs or gestures, single words or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family members; teachers; tutors; support workers; therapists; other relevant known people.

When: during lessons; free time; tutorials; leisure activities.

How: vocalisation; single word/object/picture/symbol/sign eg 'sick', 'not coming'.

Definitions

- **Simple arrangements:** eg to go home, to cancel a tutorial.
- **Information:** eg appointment times, bus time.

Guidance

- At Entry 2 these criteria may be covered in the same or different conversations.
- The criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- **Each** occasion should be in a different context.
- The learner may use one or a number of different remote communication devices.
- It may not be appropriate use gesture with some forms of remote communication.

Unit 205

Dealing with problems in daily life

Level: Entry 2
Credit value: 2
UAN: D/502/0436

Unit aim

The aim of this unit is to introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.

Learning outcomes

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

1. Demonstrate an awareness of how to recognise straightforward problems
2. Tackle straightforward problems

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit relates to PLTS (Personal Learning and Thinking Skills) areas Reflective Learners and Independent Enquirers.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 205

Dealing with problems in daily life

Outcome 1

Demonstrate an awareness of how to recognise straightforward problems

Assessment Criteria

The learner can:

1. identify a **straightforward** problem
2. identify a way of tackling the **problem**, with appropriate support.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Definitions

- **Straightforward:** the problem should have a high likelihood of being solved by the learner and within the parameters of their resources and personal circumstances and the duration of the unit.
- **Problem:** might include obstacles or difficulties that need to be resolved that learners might encounter at home, at work or in other areas of their life e.g. problems with equipment (lost footrest for wheelchair), taxi hasn't turned up etc. The problem must be real not simulated.

Guidance

- At Entry 2 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 205

Dealing with problems in daily life

Outcome 2

Tackle straightforward problems

Assessment Criteria

The learner can:

1. tackle the problem using a **given procedure**
2. ask for advice or support if needed.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Definitions

- **Given procedure:** eg see wheelchair services, inform appropriate person to contact taxi firm.

Guidance

- At Entry 2 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 206

Organise own augmentative and alternative communication equipment

Level: Entry 2
Credit value: 2
UAN: R/602/0802

Unit aim

The aim of this unit is to provide the AAC user with the skills to use, maintain, and develop their own AAC system either directly or via an enabler. This unit is designed to encompass both or either high or low technology. At this level extensive guidance may be required.

Learning outcomes

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

1. Take responsibility for the use of own Augmentative and Alternative Communication system
2. Take responsibility for the development of own Augmentative and Alternative Communication system

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 206 Organise own augmentative and alternative communication equipment

Outcome 1 Take responsibility for the use of own Augmentative and Alternative Communication system

Assessment Criteria

The learner can:

1. recognise own **communication aids**
2. request own **AAC system**
3. recognise equipment is **user ready**.

Scope

Where: at home; school/college; residential setting.

Who: with peers; family: teachers; tutors; support workers; therapists.

When: during lessons; free time; tutorials; leisure activities.

How: directly or via an enabler.

Definitions

- **Communication aids:** a physical object or device used to transmit or receive messages (communication book, chart or VOCA (Voice Output Communication Aid)).
- **AAC system:** total equipment required by a user for Augmentative and Alternative Communication.
- **User ready:** eg clean, charged, legible, plugged in, switch attached or in position.

Guidance

- At Entry 2 these criteria will be covered in a range of situations.
- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- The word **use** within this learning outcome means the operation of the device or equipment
- **Each** occasion should be in a different context.

Unit 206 Organise own augmentative and alternative communication equipment

Outcome 2 Take responsibility for the development of own Augmentative and Alternative Communication system

Assessment Criteria

The learner can:

1. identify the need for new vocabulary to be **programmed or added**.

Scope

Where: at home; school/college; residential setting.

Who: with peers; family: teachers; tutors; support workers; therapists.

When: during lessons; free time; tutorials; leisure activities.

How: directly or via an enabler.

Definitions

- **Programmed or added:** depending on type of communication aid used.

Guidance

- At Entry 2 these criteria will be covered in a range of situations.
- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- The word **development** within this learning outcome means the additions and wider scope of operation.
- **Each** occasion should be in a different context.

Unit 301

Conversation skills: communicating with augmentative and alternative communication

Level: Entry 3
Credit value: 4
UAN: J/601/9761

Unit aim

The aim of this unit is to provide the learner with the skills to carry out simple conversations effectively using AAC.

At this level the learner should be able to communicate with known and unknown people in familiar situations using two/three word phrases and/or pre-stored messages (using high or low technology, signing or gesture). At this level some guidance may be required.

Learning outcomes

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

1. Respond to partner's conversation opening with known and unknown people in familiar situations
2. Start a conversation with known and unknown people in familiar situations
3. Keep conversation going with known and unknown people in familiar situations
4. Repair a conversation with known and unknown people in familiar situations
5. Close a conversation with known and unknown people in familiar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 301 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 1 Respond to partner's conversation opening with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. **recognise** partner's wish to communicate using two/three word phrases and/or pre-stored messages
2. **respond** to partner's opening communication using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'Hello, Pete' and/or pre-stored messages 'How are you?' (Using high or low technology, signing or gesture).

Definitions

- **Recognise:** be aware of.
- **Respond:** active response.

Guidance

- At Entry 3 all the criteria for this outcome are likely to be covered in one conversation.
- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- Each occasion should be in a different context.

Unit 301 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 2 Start a conversation with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. get partner's attention using two/three word phrases and/or pre-stored messages
2. introduce self using two/three word phrases and/or pre-stored messages
3. make a **request** using two/three word phrases and/or pre-stored messages
4. ask a question using two/three word phrases and/or pre-stored messages
5. choose **social conversation** using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'What time?' and/or pre-stored messages 'can I have ...' (Using high or low technology, signing or gesture).

Definitions

- **Request:** a statement of need.
- **Social conversation:** small talk eg talking about the weather.

Guidance

- At Entry 3 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 301

Conversation skills: communicating with augmentative and alternative communication

Outcome 3

Keep conversation going with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. use **eye contact** within conversations using two/three word phrases and/or pre-stored messages
2. interpret **communication** from partner using two/three word phrases and/or pre-stored messages
3. make a relevant response using two/three word phrases and/or pre-stored messages
4. take turns to communicate using two/three word phrases and/or pre-stored messages
5. answer a question using two/three word phrases and/or pre-stored messages
6. ask a question using two/three word phrases and/or pre-stored messages
7. offer information using two/three word phrases and/or pre-stored messages
8. give an explanation using two/three word phrases and/or pre-stored messages
9. maintain a **topic** using two/three word phrases and/or pre-stored messages
10. use **appropriate** language using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'Are you going?' and/or pre-stored messages 'I am tired' (using high or low technology).

Definitions

- **Eye contact:** where eye contact is not possible, other acknowledgement is acceptable.
- **Communication:** this can be oral or non-oral communication eg gestures.
- **Topic:** general subject area eg personal details, hobbies, family and friends.
- **Appropriate:** language: should take account of listener and situation.

Guidance

- At Entry 3 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 301 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 4 Repair a conversation with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. repeat a **message** using two/three word phrases and/or pre-stored messages
2. ask for help to repair conversation using two/three word phrases and/or pre-stored messages
3. change a message to **repair** conversation using two/three word phrases and/or pre-stored messages
4. ask a question to repair conversation using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people

When: during lessons; free time; tutorials; leisure activities; trips and special events

How: using two/three word phrases eg 'say it again' and/or pre-stored messages (eg 'I didn't hear you'? (Using high or low technology, signing or gesture).

Definitions

- **Message:** a comment or question.
- **Repair:** clarify understanding for the listener.

Guidance

- At Entry 3 these criteria are likely to be covered in different conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 301

Conversation skills: communicating with augmentative and alternative communication

Outcome 5

Close a conversation with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. use relevant farewells in different situations using two/three word phrases and/or pre-stored messages
2. use **quick closures** in different situations using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'see you later' and/or pre-stored messages, (using high or low technology, signing or gesture).

Definition

- **Quick closures:** premature end to the conversation eg 'I must go'.

Guidance

- At Entry 3 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 302

Directing others: communicating with augmentative and alternative communication

Level: Entry 3
Credit value: 4
UAN: J/602/0814

Unit aim

The aim of this unit is to provide the learner with the skills to direct others effectively using AAC.

At this level the learner should be able to communicate with known and unknown people in familiar situations using two/three word phrases and/or pre-stored messages (using high or low technology, signing or gesture). At this level some guidance may be required.

Learning outcomes

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

1. Communicate needs to known and unknown people in familiar situations
2. Communicate choices to known and unknown people in familiar situations
3. Give instructions to known and unknown people in familiar situations
4. Give warnings to known and unknown people in familiar situations
5. Give encouragement to known and unknown people in familiar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 302 **Directing others: communicating with augmentative and alternative communication**

Outcome 1 Communicate needs to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. state needs using two/three word phrases and/or pre-stored messages .

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'I need toothpaste' and/or pre-stored messages eg 'I want to go to the toilet', (using high or low technology, signing or gesture).

Guidance

- At Entry 3 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 302 **Directing others: communicating with augmentative and alternative communication**

Outcome 2 Communicate choices to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. state choices using two/three word phrases and/or pre-stored messages
2. make suggestions using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'pink cardigan, please' or 'send a birthday card' and/or pre-stored messages, (using high or low technology, signing or gesture).

Guidance

- At Entry 3 these criteria may be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 302

Directing others: communicating with augmentative and alternative communication

Outcome 3

Give instructions to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. give lists of items for specific purposes using two/three word phrases and/or pre-stored messages
2. give instructions for an everyday activity using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'soap, towel and toothpaste' and/or pre-stored messages, (using high or low technology, signing or gesture). Instructions could be for making breakfast.

Guidance

- At Entry 3 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 302 **Directing others: communicating with augmentative and alternative communication**

Outcome 4 Give warnings to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. give **warnings** using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'don't touch' 'stop now' 'go quick' 'too hot' and /or pre-stored messages (using high or low technology, signing or gesture).

Definitions

- **Warnings:** any expression, sound or gesture that indicates danger.

Guidance

- This criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 302

Directing others: communicating with augmentative and alternative communication

Outcome 5

Give encouragement to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. give **encouragement** using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'keep going' 'good luck' 'hope OK' 'you alright?' and/or pre-stored messages 'well done' (using high or low technology, signing or gesture).

Definitions

- **Encouragement:** any expression that gives confidence or hope.

Guidance

- This criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 303

Asserting independence: communicating with augmentative and alternative communication

Level: Entry 3
Credit value: 4
UAN: D/601/9765

Unit aim

The aim of this unit is to provide the learner with the skills to assert their own independence effectively using AAC.

At this level the learner should be able to communicate with known and unknown people using two/three word phrases and/or pre-stored messages (using high or low technology, signing or gesture) in familiar situations. At this level some guidance may be required.

Learning outcomes

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

1. Express preferences and intent to known and unknown people in familiar situations
2. Express opinions and feelings to known and unknown people in familiar situations
3. Clarify issues in relation to asserting independence with known and unknown people in familiar situations
4. Influence others in relation to asserting independence with known and unknown people in familiar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 303 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 1 Express preferences and intent to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. express **preferences** using two/three word phrases and/or pre-stored messages
2. state **intent** using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; local shop assistants; internal restaurant staff; taxi drivers and other relevant known people.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using two/three word phrases eg 'want pizza' and/or pre-stored messages eg 'I will not come today', (using high or low technology, signing or gesture).

Definitions

- **Preferences:** what the learner chooses to do or like.
- **Intent:** what the learner is going to do.

Guidance

- At Entry 3 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 303 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 2 Express opinions and feelings to known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. express opinions using two/three word phrases and/or pre-stored messages
2. express feelings using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; local shop assistants; internal restaurant staff; taxi drivers and other relevant known people.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using two/three word phrases eg 'my best friend' and/or pre-stored messages eg 'I am unhappy', (using high or low technology, signing or gesture).

Guidance

- At Entry 3 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 303 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 3 Clarify issues in relation to asserting independence with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. request an **explanation** using two/three word phrases and/or pre-stored messages
2. explain a **rule or constraint** using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; local shop assistants; internal restaurant staff; taxi drivers and other relevant known people.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using two/three word phrases eg 'why not?' and/or pre-stored messages eg 'I can't eat nuts', 'no I should be in class' (using high or low technology, signing or gesture).

Definitions

- **Explanation:** in relation to someone disagreeing with a preference, intended action, opinion or feeling.
- **Rule or constraint:** these can be external or personal limitations which affect the learner's independence.

Guidance

- At Entry 3 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 303 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 4 Influence others in relation to asserting independence with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. question another person on their actions or intentions using two/three word phrases and/or pre-stored messages
2. disagree with another person using two/three word phrases and/or pre-stored messages
3. **argue** with another person using two/three word phrases and/or pre-stored messages
4. make a **complaint** using two/three word phrases and/or pre-stored messages
5. **apologise** to another person using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; local shop assistants; internal restaurant staff; taxi drivers and other relevant known people.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using two or three word phrases eg 'Don't want to' and/or pre-stored messages eg 'I'm sorry', (using high or low technology, signing or gesture).

Definitions

- **Argue:** implies a dialogue to overcome disagreement.
- **Complaint:** this could be a simulation.
- **Apologise:** express regret.

Guidance

- At Entry 3 it is unlikely all these criteria will be covered within the same conversation several conversations may be needed.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.

Unit 304

Remote communication: communicating with Augmentative and alternative communication

Level: Entry 3
Credit value: 4
UAN: J/601/9775

Unit aim

The aim of this unit is to provide the learner with the skills to use remote communication devices using AAC.

At this level the learner should be able to communicate with known and unknown people using two/three word phrases and/or pre-stored messages (using high or low technology, signing or gesture) in familiar situations. At this level some guidance may be required.

Learning outcomes

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

1. Respond to remote communication from another person with known and unknown people in familiar situations
2. Converse socially using remote communication with known and unknown in familiar situations
3. Make arrangements using remote communication with known and unknown people in familiar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- Portfolio of evidence.

Unit 304 **Remote communication: communicating with Augmentative and alternative communication**

Outcome 1 Respond to remote communication from another person with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. respond to **remote communication** from another person using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; therapists; taxi drivers; dentist/doctor and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; travelling.

How: using phrases, eg 'Hello John' and/or pre-stored message (using high or low technology, signing or gesture) 'I want an appointment'.

Definitions

- **Remote communication:** communication to or from a person who is at a distance using technology eg using telephone, text, minicom, e-mail, social networking websites.

Guidance

- At Entry 3 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.
- The learner may use **one** or a number of different remote communication devices.

Unit 304 Remote communication: communicating with Augmentative and alternative communication

Outcome 2 Converse socially using remote communication with known and unknown in familiar situations

Assessment Criteria

The learner can:

1. **initiate** a conversation remotely using two/three word phrases and/or pre-stored messages
2. **maintain** a conversation remotely using two/three word phrases and/or pre-stored messages
3. **close** a conversation remotely using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; therapists; taxi drivers; dentist/doctor and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; travelling.

How: using phrases, eg 'Mary please' and/or pre-stored message (using high or low technology) 'I'm fine thank you', 'Ring me back'.

Definitions

- **Initiate:** use technology to start the conversation.
- **Maintain:** keep the conversation going by responding.
- **Close:** bring to an end.

Guidance

- At Entry 3 these criteria may be covered in the same or different conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- **Each** occasion should be in a different context.
- The learner may use **one** or a number of different remote communication devices.

Unit 304 **Remote communication: communicating with Augmentative and alternative communication**

Outcome 3 Make arrangements using remote communication with known and unknown people in familiar situations

Assessment Criteria

The learner can:

1. give **information** about an **arrangement** using two/three word phrases and/or pre-stored messages with **remote communication**
2. make a simple **arrangement** using two/three word phrases and/or pre-stored messages with **remote communication**
3. request **information** about an **arrangement** using two/three word phrases and/or pre-stored messages with **remote communication**
4. **record or remember** an arrangement using two/three word phrases and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; therapists; taxi drivers; dentist/doctor and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; travelling.

How: using phrases, eg 'taxi not here' and/or pre-stored message (using high or low technology, signing or gesture) 'please send a curry and rice', eg remembering a telephone number or name.

Definitions

- **Information:** eg opening times, bus time, weather.
- **Arrangement:** eg an appointment times, visit, service or order.
- **Remote communication:** communication to or from a person who is at a distance using technology eg using telephone, text, minicom, e-mail, social networking websites.
- **Record or remember:** strategy for retaining information given.

Guidance

- At Entry 3 these criteria may be covered in the same or different conversations.
- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- Each occasion should be in a different context.
- The learner may use one or a number of different remote communication devices.

Unit 305

Dealing with problems in daily life

Level: Entry 3
Credit value: 2
UAN: A/123/1234

Unit aim

The aim of this unit is to introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.

Learning outcomes

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

1. Understand how to recognise a straightforward problem
2. Tackle a problem
3. Carry out a review of their progress towards solving the problem

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit relates to PLTS (Personal Learning and Thinking Skills) areas Reflective Learners and Independent Enquirers.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 305

Dealing with problems in daily life

Outcome 1

Understand how to recognise a straightforward problem

Assessment Criteria

The learner can:

1. identify a **straightforward problem** that they can tackle
2. share ideas on how to tackle the problem with an appropriate person.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Definitions

- **Straightforward:** the problem should have a high likelihood of being solved by the learner and within the parameters of their resources and personal circumstances and the duration of the unit.
- **Problem:** might include obstacles or difficulties that need to be resolved that learners might encounter at home, at work or in other areas of their life eg 'I have run out of milk' 'the computer doesn't work'. The problem must be real not simulated.

Guidance

- At Entry 3 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.
- The level of this imported unit relates to the skills of problem solving and is not dependent on the level of language used. At this level some guidance may be required.

Unit 305 **Dealing with problems in daily life**
Outcome 2 **Tackle a problem**

Assessment Criteria

The learner can:

1. identify a way to tackle the problem
2. carry out activities to tackle the problem
3. ask for appropriate advice.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Guidance

- At Entry 3 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 305

Dealing with problems in daily life

Outcome 3

Carry out a review of their progress towards solving the problem

Assessment Criteria

The learner can:

1. review their progress in tackling the problem
2. identify what went well and what didn't go so well.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Guidance

- Each of these criteria is assessing the learner's ability to reflect on what happened, not how successful they were in solving the problem.
- At Entry 3 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.

Unit 306

Organise own augmentative and alternative communication equipment

Level: Entry 3
Credit value: 2
UAN: Y/602/0817

Unit aim

The aim of this unit is to provide the AAC user with the skills to use, maintain, and develop their own AAC system either directly or via an enabler. This unit is designed to encompass both or either high or low technology, signing or gesture. At this level some guidance may be required.

Learning outcomes

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

1. Take responsibility for the use and maintenance of own Augmentative and Alternative Communication system
2. Take responsibility for the development of own Augmentative and Alternative Communication system

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 306 Organise own augmentative and alternative communication equipment

Outcome 1 Take responsibility for the use and maintenance of own Augmentative and Alternative Communication system

Assessment Criteria

The learner can:

1. identify own **communication aids** for the relevant situation
2. make arrangements or requests to ensure own **AAC systems** are available
3. ensure own communication aid is **user ready** or direct someone to do this
4. alert someone to a problem with own equipment or communication aid.

Scope

Where: at home; school/college; residential setting; outside situations.

Who: with peers; family: teachers; tutors; support workers; therapists.

When: during lessons; free time; tutorials; leisure activities; visits.

How: directly or via an enabler.

Definitions

- **Communication aid/s:** a physical object or device used to transmit or receive messages (communication book, chart or VOCA (Voice Output Communication Aid)).
- **AAC systems:** total equipment required by a user for Augmentative and Alternative Communication.
- **User ready:** eg clean, charged, legible, plugged in, switch attached or in position.

Guidance

- At Entry 3 these criteria may be covered in a range of situations.
- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- The word **use** within this learning outcome means the operation of the device or equipment.
- The word **maintenance** within this learning outcome means ensuring everyday functioning of the device or equipment.
- **Each** occasion should be in a different context.

Unit 306 Organise own augmentative and alternative communication equipment

Outcome 2 Take responsibility for the development of own Augmentative and Alternative Communication system

Assessment Criteria

The learner can:

1. add or ask for new vocabulary to be **programmed or added**
2. place the vocabulary in the **correct location** or instruct someone to do this.

Scope

Where: at home; school/college; residential setting; outside situations.

Who: with peers; family: teachers; tutors; support workers; therapists.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: directly or via an enabler.

Definitions

- **Programmed or added:** depending on type of communication aid used.
- **Correct location:** in correct classification/page.

Guidance

- At Entry 3 these criteria may be covered in a range of situations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person.
- The word **development** within this learning outcome means the additions and wider scope of operation.
- **Each** occasion should be in a different context.

Unit 401

Conversation skills: communicating with augmentative and alternative communication

Level: 1
Credit value: 4
UAN: K/601/9798

Unit aim

The aim of this unit is to provide the learner with the skills to carry out conversations effectively using AAC.

At this level the learner should be able to communicate with known and unknown people using phrases, sentences (including some compound sentences) and/or pre-stored messages (using high or low technology) in familiar and unfamiliar situations.

Learning outcomes

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

1. Respond to partner's conversation opening with known and unknown people in familiar and unfamiliar situations
2. Start a conversation with known and unknown people in familiar and unfamiliar situations
3. Keep conversation going with known and unknown people in familiar and unfamiliar situations
4. Change topics within a conversation with known and unknown people in familiar and unfamiliar situations
5. Repair a conversation with known and unknown people in familiar and unfamiliar situations
6. Close a conversation with known and unknown people in familiar and unfamiliar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 401	Conversation skills: communicating with augmentative and alternative communication
Outcome 1	Respond to partner's conversation opening with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. **recognise** partner's wish to communicate using phrases, sentences and/or pre-stored messages
2. **respond** to partner's opening communication using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases, sentences (eg 'I'm fine, how are you?') and/or pre-stored message (using high or low technology).

Definitions

- **Recognise:** be aware of.
- **Respond:** active response.

Guidance

- At Level 1 all the criteria for this outcome are likely to be covered in one conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 401 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 2 Start a conversation with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. get partner's attention using phrases, sentences and/or pre-stored messages
2. introduce self using phrases, sentences and/or pre-stored messages
3. make a **request** using phrases, sentences and/or pre-stored messages
4. ask a question using phrases, sentences and/or pre-stored messages
5. choose **social conversation** using phrases, sentences and/or pre-stored messages
6. choose an appropriate topic using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases, sentences (including compound sentences) eg 'My name is John. What is your name?' and/or pre-stored message (using high or low technology).

Definitions

- **Request:** a statement of need.
- **Social conversation:** small talk eg talking about the weather.

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- Each occasion should be in a different context.

Unit 401

Conversation skills: communicating with augmentative and alternative communication

Outcome 3

Keep conversation going with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. use **eye contact** within conversations using phrases, sentences and/or pre-stored messages
2. use **non-verbal cues** within conversations using phrases, sentences and/or pre-stored messages
3. interpret **communication** from partner using phrases, sentences and/or pre-stored messages
4. make a relevant response using phrases, sentences and/or pre-stored messages
5. take turns to communicate using phrases, sentences and/or pre-stored messages
6. answer a question using phrases, sentences and/or pre-stored messages
7. ask a question using phrases, sentences and/or pre-stored messages
8. offer information using phrases, sentences and/or pre-stored messages
9. give an explanation using phrases, sentences and/or pre-stored messages
10. maintain **topic** using phrases, sentences and/or pre-stored messages
11. use **appropriate language** using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases, sentences eg 'What do you think?' (Including compound sentences eg 'I am going to town to buy a warm jumper because it is cold') and/or pre-stored message (using high or low technology).

Definitions

- **Eye contact:** where eye contact is not possible, other acknowledgement is acceptable.
- **Non-verbal cues:** not using words eg a serious face.
- **Communication:** this can be oral or non-oral communication eg gestures.
- **Topic:** general subject area eg personal details, hobbies, family and friends.
- **Appropriate language:** should take account of listener and situation.

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.

- **Each** occasion should be in a different context.

Unit 401 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 4 Change topics within a conversation with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. listen in order to identify a change of conversation **topic** using phrases, sentences and/or pre-stored messages
2. change topic within a conversation using phrases, sentences and/or pre-stored messages
3. interrupt when necessary using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences eg 'Have you heard the news about the new teacher' (including compound sentences eg 'I am sorry for interrupting but I am needed on the telephone') and/or pre-stored message (using high or low technology).

Definitions

- **Topic:** general subject area eg personal details, hobbies, family and friends.

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 401

Conversation skills: communicating with augmentative and alternative communication

Outcome 5

Repair a conversation with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. repeat a **message** using phrases, sentences and/or pre-stored messages
2. ask for help to **repair** conversation using phrases, sentences and/or pre-stored messages
3. change a message to repair conversation using phrases, sentences and/or pre-stored messages
4. ask a question to repair conversation using phrases, sentences and/or pre-stored messages
5. request repeat of a message using phrases, sentences and/or pre-stored messages
6. request clarification using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases, sentences eg 'please say again' (including compound sentences) and/or pre-stored message (using high or low technology).

Definitions

- **Message:** a comment or question.
- **Repair:** clarify understanding for the listener.

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- Evidence is likely to be collected from a number of situations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 401 **Conversation skills: communicating with augmentative and alternative communication**

Outcome 6 Close a conversation with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. use **informal farewells** using phrases, sentences and/or pre-stored messages
2. use **formal farewells** using phrases, sentences and/or pre-stored messages
3. use **quick closures** using phrases, sentences and/or pre-stored messages
4. make an excuse to end a conversation using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; teachers; tutors; support workers; therapists; taxi drivers and other relevant people.

When: during lessons; free time; tutorials; leisure activities; trips and special events.

How: using two/three word phrases eg 'see you later' or 'I've got an appointment, must go' and/or pre-stored messages, (using high or low technology).

Definitions

- **Informal farewells:** used with a friend or colleague eg 'cheerio'.
- **Formal farewells:** used with people you do not know well eg 'goodbye'.
- **Quick closures:** premature end to the conversation eg 'I must go'.

Guidance

- At Level 1 these criteria are unlikely to be covered in the same conversation.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 402

Directing others: communicating with augmentative and alternative communication

Level: 1
Credit value: 4
UAN: Y/602/0834

Unit aim

The aim of this unit is to provide the learner with the skills to direct others effectively using AAC.

At this level the learner should be able to communicate with known and unknown people using phrases, sentences (including some compound sentences) and/or pre-stored messages (using high or low technology) in familiar and unfamiliar situations.

Learning outcomes

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

1. Communicate needs to known and unknown people in familiar and unfamiliar situations
2. Communicate choices to known and unknown people in familiar and unfamiliar situations
3. Give instructions to known and unknown people in familiar and unfamiliar situations
4. Give warnings to known and unknown people in familiar and unfamiliar situations
5. Give encouragement to known and unknown people in familiar and unfamiliar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 402 **Directing others: communicating with augmentative and alternative communication**

Outcome 1 Communicate needs to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. state needs using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences (eg 'I need that phrase on my VOCA') and/or pre-stored message (using high or low technology).

Guidance

- At level 1 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 402 **Directing others: communicating with augmentative and alternative communication**

Outcome 2 Communicate choices to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. state choices using phrases, sentences and/or pre-stored messages
2. make suggestions using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences eg 'We could go to see a film' (including compound sentences eg 'I would like fish and chips but no peas, please') and/or pre-stored message (using high or low technology).

Guidance

- At level 1 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 402

Directing others: communicating with augmentative and alternative communication

Outcome 3

Give instructions to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. give **lists of items** for specific purposes using phrases, sentences and/or pre-stored messages
2. give **instructions** for an everyday activity using phrases, sentences and/or pre-stored messages
3. give **instructions to plan an event** using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences (including compound sentences) and/or pre-stored message (using high or low technology).

Definitions

- **Lists of items:** could be 'Please put my hat, Mac and travel pass in my bag'
- **Instructions:** for an everyday activity could be directions on how to get to a local shop.
- **Instructions to plan an event:** could be giving instructions for a party eg what they were to do, what they would need to buy and what food they would have,

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- Each criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 402 **Directing others: communicating with augmentative and alternative communication**

Outcome 4 Give warnings to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. give **warnings** using phrases, sentences and/or pre-stored messages
2. check **effectiveness** of warnings using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases, sentences e.g. 'watch out it is hot!', and 'Mind the wet paint.' (Including compound sentences) and/or pre-stored message (using high or low technology).

Definitions

- **Warnings:** any expression sound or gesture that indicates danger.
- **Effectiveness:** has the warning been heard or acted upon.

Guidance

- At Level 1 these criteria are likely to be covered in the same conversations.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 402

Directing others: communicating with augmentative and alternative communication

Outcome 5

Give encouragement to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. give **encouragement** using phrases, sentences and/or pre-stored messages
2. check **effectiveness** of **encouragement** using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases, sentences 'Go on, you can do it!', 'Chelsea for the Cup!' (Including compound sentences) and/or pre-stored message (using high or low technology).

Definitions

- **Encouragement:** any expression that gives confidence or hope.
- **Effectiveness:** has the encouragement been heard or acted upon.

Guidance

- At Level 1 these criteria are likely to be covered in the same conversation.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 403

Asserting independence: communicating with augmentative and alternative communication

Level: 1
Credit value: 4
UAN: D/601/9801

Unit aim

The aim of this unit is to provide the learner with the skills to assert their own independence effectively using AAC.

At this level the learner should be able to communicate with known and unknown people using phrases, sentences (including some compound sentences) and/or pre-stored messages (using high or low technology) in familiar and unfamiliar situations.

Learning outcomes

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

1. Express preferences and intent to known and unknown people in familiar and unfamiliar situations
2. Express opinions and feelings to known and unknown people in familiar and unfamiliar situations
3. Clarify issues in relation to asserting independence with known and unknown people in familiar and unfamiliar situations
4. Influence others in relation to asserting independence with known and unknown people in familiar and unfamiliar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 403 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 1 Express preferences and intent to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. express **preferences** using phrases, sentences and/or pre-stored messages
2. state **intent** using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences eg 'I would rather have spaghetti' or 'I am going swimming' (including compound sentences eg 'I want to choose my own film because I don't like that one') and/or pre-stored message (using high or low technology).

Definitions

- **Preferences:** what the learner chooses to do or like.
- **Intent:** what the learner is going to do.

Guidance

- At Level 1 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 403 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 2 Express opinions and feelings to known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. express opinions using phrases, sentences and/or pre-stored messages
2. express feelings using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences eg 'I don't believe him' or 'I feel very angry' (including compound sentences eg 'I feel very happy because I have my certificate') and/or pre-stored message (using high or low technology).

Guidance

- At Level 1 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 403 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 3 Clarify issues in relation to asserting independence with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. request an explanation using phrases, sentences and/or pre-stored messages
2. explain **rules or constraints** using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences eg 'why can't I go there?' (Including compound sentences eg 'we can't go yet because my safety harness isn't fastened') and/or pre-stored message (using high or low technology).

Definitions

- **Rules or constraints:** these can be external or personal limitations which affect the learner's independence.

Guidance

- At Level 1 these criteria may be covered in the same or different conversations.
- **Each** criteria should be evidenced on two occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 403 **Asserting independence: communicating with augmentative and alternative communication**

Outcome 4 Influence others in relation to asserting independence with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. question another person on their actions or intentions using phrases, sentences and/or pre-stored messages
2. disagree with another person using phrases, sentences and/or pre-stored messages
3. **argue** with another person using phrases, sentences and/or pre-stored messages
4. **negotiate** with another person using phrases, sentences and/or pre-stored messages
5. make a **complaint** using phrases, sentences and/or pre-stored messages
6. **apologise** to another person using phrases, sentences and/or pre-stored messages
7. make the other person **feel appreciated** using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; shopping; travelling.

Who: with peers; teachers; tutors; support workers; therapists; shop assistants; restaurant staff; taxi drivers and other relevant people known or unknown.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: using phrases and sentences eg 'why are you saying that?'; 'I don't agree with you' or 'I know you are only trying to help', (including compound sentences eg 'I want to pay myself because I have my own money') and/or pre-stored message (using high or low technology).

Definitions

- **Argue:** implies a dialogue to overcome disagreement.
- **Negotiate:** come to a compromise where agreement not reached.
- **Complaint:** this could be a simulation.
- **Apologise:** express regret.
- **Feel appreciated:** some expression of worth or value.

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- Several conversations may be needed.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.

Unit 404

Remote communication: communicating with augmentative and alternative communication

Level: 1
Credit value: 4
UAN: K/601/9879

Unit aim

The aim of this unit is to provide the AAC users with the skills to communicate with people remotely, using one or more ICT enablers. At this level the learner should be able to communicate with known and unknown people using phrases, sentences (including some compound sentences) and/or pre-stored messages in familiar and unfamiliar situations.

Learning outcomes

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

1. Respond to remote communication from another person with known and unknown people in familiar and unfamiliar situations
2. Converse socially using remote communication with known and unknown people in familiar and unfamiliar situations
3. Make arrangements using remote communication with known and unknown people in familiar and unfamiliar situations
4. Use an answer phone or similar technology with known and unknown people in familiar and unfamiliar situations

Guided learning hours

It is recommended that **40** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 404 **Remote communication: communicating with augmentative and alternative communication**

Outcome 1 Respond to remote communication from another person with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. make a relevant response to **remote communication** from another person using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; therapists; taxi drivers; dentist/doctor and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; trips travelling.

How: using phrases and sentences eg 'I am OK' (including compound sentences eg 'I am late because there is a traffic jam') and/or pre-stored message (using high or low technology).

Definitions

- **Remote communication:** communication to or from an unseen person who is at a distance using technology eg telephone, text, minicom, text, e-mail, social networking sites, Skype.

Guidance

- At Level 1 this criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.
- The learner may use **one** or a number of different remote communication devices.

Unit 404 **Remote communication: communicating with augmentative and alternative communication**

Outcome 2 Converse socially using remote communication with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. **initiate** a conversation remotely using phrases, sentences and/or pre-stored messages
2. **maintain** a conversation remotely using phrases, sentences and/or pre-stored messages
3. **close** a conversation remotely using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; trips travelling.

How: using phrases and sentences eg 'My name is -----'(including compound sentences eg 'I am calling to tell you what I think about your programme') and/or pre-stored message (using high or low technology).

Definitions

- **Initiate:** use technology to start the conversation.
- **Maintain:** keep the conversation going by responding.
- **Close:** bring to an end.

Guidance

- At Level 1 it is likely that these criteria will be covered in the same conversation. If this is not possible two or more conversations may be used.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.
- The learner may use one or a number of different remote communication devices.

Unit 404 **Remote communication: communicating with augmentative and alternative communication**

Outcome 3 Make arrangements using remote communication with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. give **information** about **arrangements** using phrases, sentences and/or pre-stored messages with **remote communication**
2. make simple arrangements using phrases, sentences and/or pre-stored messages with remote communication
3. request information about arrangements using phrases, sentences and/or pre-stored messages with remote communication
4. **record, store or remember** arrangements using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; trips; travelling.

How: using phrases and sentences eg 'I want to book a taxi' (including compound sentences eg 'I need a dentist appointment because I have toothache') and/or pre-stored message (using high or low technology).

Definitions

- **Information:** the weather, films at the cinema, bus/train times
- **Arrangements:** appointments, dates, visits.
- **Remote communication:** communication to or from an unseen person who is at a distance using technology eg telephone, text, minicom, text, e-mail, social networking sites, Skype.
- **Record, store or remember:** some method of noting arrangements/information given.

Guidance

- At Level 1 these criteria are likely to be covered in different conversations.
- **Two** or more conversations may be used.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.
- The learner may use one or a number of different remote communication devices.

Unit 404 **Remote communication: communicating with augmentative and alternative communication**

Outcome 4 Use an answer phone or similar technology with known and unknown people in familiar and unfamiliar situations

Assessment Criteria

The learner can:

1. extract information from a **recorded message** using phrases, sentences and/or pre-stored messages
2. leave a message using phrases, sentences and/or pre-stored messages.

Scope

Where: at home; school/college; residential setting; travelling.

Who: with peers; family and friends; teachers; tutors; support workers; and other relevant people known or unknown.

When: during education; free time; tutorials; leisure activities; visits; trips; travelling.

How: using phrases and sentences eg 'Ring me on 0153 333 9547' (including compound sentences eg 'I am ringing because I want a copy of the leaflet sending to John Brown, Boxwood School, B273DR') and/or pre-stored message (using high or low technology).

Definitions

- **Recorded message:** a BT message, personal recorded message, company message or a website.

Guidance

- At Level 1 this may be covered in the same situation. If this is not possible two or more conversations may be used.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- **Each** occasion should be in a different context.
- The learner may use one or a number of different remote communication devices.

Unit 405

Dealing with problems in daily life

Level: 1
Credit value: 2
UAN: L/502/0464

Unit aim

To introduce learners to the concept of problem solving and help them to develop skills to enable them to tackle problems in their daily lives.

Learning outcomes

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

1. Know how to recognise a straightforward problem and identify ways to tackle it
2. Plan and carry out activities to tackle a problem
3. Carry out a review of their methods and the skills they used in tackling the problem

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit relates to PLTS (Personal Learning and Thinking Skills) areas Reflective Learners and Independent Enquirers.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 405

Dealing with problems in daily life

Outcome 1

Know how to recognise a straightforward problem and identify ways to tackle it

Assessment Criteria

The learner can:

1. describe a **straightforward problem** and describe its effects
2. suggest ways in which they might tackle the problem
3. select a way to tackle the problem and agree it with an appropriate person.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Definitions

- **Straightforward:** the problem should have a high likelihood of being solved by the learner and within the parameters of their resources and personal circumstances and the duration of the unit.
- **Problem:** might include obstacles or difficulties that need to be resolved that learners might encounter at home, at work or in other areas of their life eg want to visit the theatre and your usual transport is not available. The problem must be real not simulated.

Guidance

- At Level 1 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.
- The level of this imported unit relates to the skills of problem solving and is not dependent on the level of language used. At this level some guidance may be required.

Unit 405

Dealing with problems in daily life

Outcome 2

Plan and carry out activities to tackle a problem

Assessment Criteria

The learner can:

1. plan the activities needed to tackle the problem
2. identify resources to help tackle the problem
3. carry out planned activities.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Guidance

- At Level 1 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.
- The level of this imported unit relates to the skills of problem solving and is not dependent on the level of language used. At this level some guidance may be required.

Unit 405

Dealing with problems in daily life

Outcome 3

Carry out a review of their methods and the skills they used in tackling the problem

Assessment Criteria

The learner can:

1. review the approach used to tackle the problem
2. describe what went well and what did not go so well
3. identify whether the problem has been solved.

Scope

Where: at home; school/college; residential setting; travelling or other familiar settings.

When: during lessons; free time; tutorials; leisure activities; regular journeys.

Guidance

- Each of these criteria is assessing the learner's ability to reflect on how successful they were in solving the problem.
- At Level 1 these criteria should be evidenced on **one** occasion by observing the learner demonstrating the assessment criteria.
- The level of this imported unit relates to the skills of problem solving and is not dependent on the level of language used. At this level some guidance may be required.

Unit 406

Organise own augmentative and alternative communication equipment

Level: 1

Credit value: 2

NDAQ number: K/602/0837

Unit aim

The aim of this unit is to provide the AAC users with the skills to use, maintain, and develop their own AAC systems either directly or via an enabler. The unit is designed to encompass both or either high or low technology. At this level the user will have the skills to act independently.

Learning outcomes

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

1. Take responsibility for the use and maintenance of own Augmentative and Alternative Communication system
2. Take responsibility for the development of own Augmentative and Alternative Communication system

Guided learning hours

It is recommended that **20** hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards

This unit is linked to the Core AAC Curriculum.

Assessment

This unit will be assessed by:

- A portfolio of evidence.

Unit 406 Organise own augmentative and alternative communication equipment

Outcome 1 Take responsibility for the use and maintenance of own Augmentative and Alternative Communication system

Assessment Criteria

The learner can:

1. take responsibility for having **appropriate** equipment available
2. take responsibility for having own equipment **ready for use**
3. take responsibility for **effective use** of own equipment
4. take responsibility for **maintaining** own equipment.

Scope

Where: at home; school/college; residential setting; outside situations.

Who: with peers; family: teachers; tutors; support workers; therapists.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: directly or via an enabler.

Definitions

- **Appropriate:** appropriate for the purpose or setting.
- **Ready for use:** eg plugged in, switched on, correct positioning, charged, switched attached and in position, legible
- **Effective use:** eg correct volume and speed.
- **Maintaining:** eg cleaning, charging, repair.

Guidance

- At Level 1 these criteria may be covered in a range of situations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation.
- The word **use** within this learning outcome means the operation of the device or equipment.
- **Each** occasion should be in a different context.

Unit 406 Organise own augmentative and alternative communication equipment

Outcome 2 Take responsibility for the development of own Augmentative and Alternative Communication system

Assessment Criteria

The learner can:

1. place the vocabulary in the **correct location** or instruct someone to do this
2. change or request a change of **parameters** or renewal of a low technology aid
3. **organise** equipment for a **specific purpose** or direct someone to do this.
4. check effectiveness of actions for maintaining own equipment

Scope

Where: at home; school/college; residential setting; outside situations.

Who: with peers; family: teachers; tutors; support workers; therapists.

When: during lessons; free time; tutorials; leisure activities; visits; trips and special events.

How: directly or via an enabler.

Definitions

- **Correct location:** in correct classification/page.
- **Parameters:** scanning speed, voice, volume, access methods etc.
- **Organise:** identify what is required or arrange carrying or transport.
- **A specific purpose:** eg to make a phone call or give a presentation.

Guidance

- At Level 1 these criteria may be covered in a range of situations.
- **Each** criteria should be evidenced on **two** occasions by observing the learner demonstrating the assessment criteria.
- At least **one** should be with an unknown person or unfamiliar situation. Each occasion should be in a different context.
- The word **development** within this learning outcome means the additions and wider scope of operation.

Appendix 1 Relationships to other qualifications

Links to other qualifications and frameworks

City & Guilds has identified the connections to other qualifications/previous qualifications. This mapping is provided as guidance and suggests areas of overlap and commonality between the qualifications. It does not imply that learners completing units in one qualification are automatically covering all of the content of the qualifications listed in the mapping.

Centres are responsible for checking the different requirements of all qualifications they are delivering and ensuring that learners meet requirements of all units/qualifications.

These qualifications have connections to the:

- Entry Level 1 Qualifications in Personal Progress
- Level 2, 3 and Level 1 Award and Certificate in Personal and Social Development*
- Entry Level 1, 2 and 3 Certificate in Effective Augmentative and Alternative Communication*

*This qualification is no longer available

NQF units		Units (this qualification)	
Number	Title	Unit Number	Title
F/102/3059	Conversation Skills	A/601/9742	Conversation Skills: Communicating with Augmentative and Alternative Communication
T/102/3060	Directing Others	A/602/0776	Directing others: Communicating with Augmentative and Alternative Communication
A/102/3061	Asserting Independence	F/601/9743	Asserting Independence: Communicating with Augmentative and Alternative Communication
F/102/3062	Using ICT for remote communication	R/601/9746	Remote Communication: Communicating with Augmentative and Alternative Communication
F/102/3059	Conversation Skills	J/601/9761	Conversation Skills: Communicating with Augmentative and Alternative Communication
T/102/3060	Directing Others	J/602/0814	Directing others: Communicating with Augmentative and Alternative Communication
A/102/3061	Asserting Independence	D/601/9765	Asserting Independence: Communicating with Augmentative and Alternative Communication
F/102/3062	Using ICT for remote communication	J/601/9775	Remote Communication: Communicating with Augmentative and Alternative Communication

F/102/3059	Conversation Skills	K/601/9798	Conversation Skills: Communicating with Augmentative and Alternative Communication
NQF units		Units (this qualification)	
Number	Title	Unit Number	Title
A/102/3061	Asserting Independence	D/601/9801	Asserting Independence: Communicating with Augmentative and Alternative Communication
F/102/3062	Using ICT for remote communication	K/601/9879	Remote Communication: Communicating with Augmentative and Alternative Communication

Literacy, language, numeracy and ICT skills development

These qualifications include opportunities to develop and practise many of the skills and techniques required for success in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com
- Essential Skills (Northern Ireland) – see www.cityandguilds.com
- Essential Skills (Wales) – see www.cityandguilds.com

There might also be opportunities to develop skills and/or portfolio evidence if learners are completing any Key Skills alongside these qualifications.

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 Centre document library on www.cityandguilds.com or click on the links below:

Centre Handbook: Quality Assurance Standards

This document is for all approved centres and provides guidance to support their delivery of our qualifications. It includes information on:

- centre quality assurance criteria and monitoring activities
- administration and assessment systems
- centre-facing support teams at City & Guilds/ILM
- centre quality assurance roles and responsibilities.

The Centre Handbook should be used to ensure compliance with the terms and conditions of the centre contract.

Centre Assessment: Quality Assurance Standards

This document sets out the minimum common quality assurance requirements for our regulated and non-regulated qualifications that feature centre-assessed components. Specific guidance will also be included in relevant qualification handbooks and/or assessment documentation.

It incorporates our expectations for centre internal quality assurance and the external quality assurance methods we use to ensure that assessment standards are met and upheld. It also details the range of sanctions that may be put in place when centres do not comply with our requirements or actions that will be taken to align centre marking/assessment to required standards. Additionally, it provides detailed guidance on the secure and valid administration of centre assessments.

Access arrangements: When and how applications need to be made to City & Guilds provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for learners who are eligible for adjustments in assessment.

The Centre document library also contains useful information on such things as:

- conducting examinations
- registering learners
- appeals and malpractice.

Useful contacts

- Please visit the Contact us section of the City & Guilds website.

City & Guilds

For over 140 years, we have worked with people, organisations and economies to help them identify and develop the skills they need to thrive. We understand the life-changing link between skills development, social mobility, prosperity and success. Everything we do is focused on developing and delivering high-quality training, qualifications, assessments and credentials that lead to jobs and meet the changing needs of industry.

We partner with our customers to deliver work-based learning programmes that build competency to support better prospects for people, organisations and wider society. We create flexible learning pathways that support lifelong employability because we believe that people deserve the opportunity to (re)train and (re)learn again and again – gaining new skills at every stage of life, regardless of where they start.

The City & Guilds community of brands includes Gen2, ILM, Intertrain, Kineo and The Oxford Group.

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This Qualification Handbook however may contain references to historic information, such as former organisations, obsolete frameworks, codes or standards, or retired units and qualifications. This information is included for reference purposes only.

Published by City & Guilds, a registered charity established to promote education and training.

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