

This qualification specification covers the following qualifications:

Qualification Title	Qualification Number
Gateway Qualifications Entry Level Award in Personal Progress (Entry 1)	600/8464/9
Gateway Qualifications Entry Level Certificate in Personal Progress (Entry 1)	600/8463/7
Gateway Qualifications Entry Level Diploma in Personal Progress (Entry 1)	600/8462/5

About this qualification specification

This qualification specification is intended for Tutors, Assessors, Internal Verifiers, Centre Quality Managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The guide should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre. If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications recognised centre:

Telephone: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

Website: www.gatewayqualifications.org.uk/recognition

Contents

1. Qualification Information	5
1.1 About the Qualification(s)	5
1.2 Objective	5
1.3 Key Facts	5
1.4 Funding	6
1.5 Achievement Methodology	6
1.6 Geographical Coverage.....	6
1.7 Progression Opportunities	6
1.8 Relationship with other Frameworks.....	7
2 Learner Entry Requirements	8
2.1 Age	8
2.2 Prior Qualifications	8
2.3 Prior Skills/Knowledge/Understanding.....	8
2.4 Restrictions	8
2.5 Additional Rules/Guidance	8
3 Achieving the Qualification	9
3.1 Qualification Structure (Rules of Combination and Unit List)	9
Gateway Qualifications Entry Level Award in Personal Progress (Entry 1)	9
Gateway Qualifications Entry Level Certificate in Personal Progress (Entry 1)	9
Gateway Qualifications Entry Level Diploma in Personal Progress (Entry 1)	9
3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies.....	11
3.3 Links to other Qualifications	11
4 Assessment and Quality Assurance	12
4.1 Method of Assessment.....	12
4.2 Assessment Materials	16
4.3 Qualification-Specific Tutor/Assessor Requirements	16
4.4 Qualification-Specific Verification Requirements.....	16
5 What to do next	17
6 Gateway Qualifications	17
7 Appendices	18
7.1 Appendix 1 - Entry 1 Achievement Continuum	19
7.2 Appendix 2 – Sample Unit Assessment Transcript	21

1. Qualification Information

1.1 About the Qualifications

Gateway Qualifications' suite of Personal Progress qualifications has been designed to address the needs of learners working at Entry 1 or below and in particular those with learning difficulties and disabilities. The qualifications ensure that all learners are given the same opportunities to access appropriate and relevant education and improve their life chances.

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The qualifications have been developed to enable the achievements of learners working at Entry 1 (a level previously known as pre-Entry and excluded from national qualification frameworks) to be recognised. The qualifications follow the agreed Rules of Combination across all awarding bodies for qualifications at this level and with these titles.

Achievement is reported against the 10 stage Entry 1 achievement continuum which was developed by QCA as part of the trial of the Personal Progress qualifications in 2009.

This continuum allows learners to demonstrate very small steps of progress and enables providers to differentiate between the levels of achievement of learners working within Entry 1.

Since 2009 the Personal Progress qualifications have been used successfully by providers with learners with a range of complex needs to recognise highly individualised achievements in areas of personal significance to learners (including, for example, self-advocacy, independent travel and communication skills) and have been pivotal in ensuring that this an inclusive framework. This suite of qualifications is now established as the main vehicle for formally recognising the achievements of learners with the most complex needs.

1.2 Objective

The Gateway Qualifications Personal Progress qualification(s) are categorised as having the following objective as defined by Ofqual:

Giving Learners personal growth and engagement in learning.

1.3 Key Facts

Qualification Title	Credit Value	Guided Learning Hours
Gateway Qualifications Entry Level Award in Personal Progress (Entry 1)	8	80

Gateway Qualifications Entry Level Certificate in Personal Progress (Entry 1)	14	140
Gateway Qualifications Entry Level Diploma in Personal Progress (Entry 1)	37	370

1 credit is 10 hours of notional learning time. Learning time is defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

Guided Learning Hours is the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.

Some learners will be able to achieve these units in a shorter time, other learners, particularly those with additional support requirements will take much longer.

1.4 Funding

For information regarding potential sources of funding please visit the following websites;

The Education Funding Agency

<http://www.education.gov.uk/aboutdfe/executiveagencies/efa>

The Skills Funding Agency <http://skillsfundingagency.bis.gov.uk/>

or, contact your local funding agency.

1.5 Achievement Methodology

The qualifications will be awarded to learners who successfully achieve an approved combination of units, achievement of which is recorded on a unit transcript.

The unit transcript must be used to record achievement against the 10-stage achievement continuum which describes the degree of knowledge or skills the learner has attained against the learning outcomes.

Achievement is determined by successful completion of unit assessment with no further requirement for additional/summative assessment

See Appendix for information on the achievement continuum and an example of a completed transcript.

1.6 Geographical Coverage

This qualification has been approved by Ofqual to be offered in England.

1.7 Progression Opportunities

The 10-stage achievement continuum used as an assessment and recording tool for each of the units is in itself an opportunity for recognising progression. For many learners

engaged in this level of study the continuum will prove challenging but rewarding as the small steps of achievement that other systems do not allow for are recognised.

On reaching the 'application' stage of the continuum, other qualifications at E1, E2 and E3 become more realistic. By being able to mark the range of achievement within the continuum and across areas of study the planning of future learning is facilitated ensuring an appropriate programme with more likelihood of success in the future.

Progression opportunities exist onto the Gateway Qualifications suite of Entry Level qualifications at Entry 1, Entry 2 and Entry 3.

1.8 Relationship with other Frameworks

The Gateway Qualifications Personal Progress Qualifications have been designed to meet the requirements of the Foundation Learning (FL) independent living / supported employment strand by providing a foundation for lifelong learning focussing on transferable social and life skills which are essential for living and working in the community.

In devising these qualifications close attention has been paid to the ethos and principles of the government *White Paper Valuing People* (2001), which takes a holistic view of the lives and needs of people with disabilities and highlights the disparity of life experience of those with learning disabilities and those without. Within the qualification design, there is a focus on supporting the aims and principles of the cross government strategy on independent living.

The units for these qualifications have been developed as a result of the pilot scheme led by the Award Scheme Development Accreditation Network (ASDAN) and the Qualifications and Curriculum Development Agency's (QCDA) FL Team. This pilot was designed to establish a set of common units at Entry 1 that would cover the needs of learners working at that level and those that might previously have accessed the Pre-Entry Core Curriculum. This range of learning is conveyed through a transcript that describes the individual's achievements in relation to the learning outcomes for a unit mapped against the 10-stage achievement continuum.

2 Learner Entry Requirements

2.1 Age

There are no age restrictions for access to this qualification.

Centres should ensure that the qualification meets the learner's individual needs.

2.2 Prior Qualifications

None

2.3 Prior Skills/Knowledge/Understanding

None

Initial assessment of the level of the learner at entry is important to ensure the most appropriate programme is devised.

2.4 Restrictions

There are no restrictions to entry.

2.5 Additional Rules/Guidance

None

3 Achieving the Qualification

3.1 Qualification Structure (Rules of Combination and Unit List)

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications. These include the learning outcomes and associated assessment criteria. To obtain unit information, please contact Gateway Qualifications who will enable access to our unit library.

Gateway Qualifications Entry Level Award in Personal Progress (Entry 1)

To achieve the Gateway Qualifications Entry Level Award in Personal Progress (Entry 1) the learner must achieve 8 credits in total. The credits can be taken from any combination of units within the qualification.

Gateway Qualifications Entry Level Certificate in Personal Progress (Entry 1)

To achieve the Gateway Qualifications Entry Level Certificate in Personal Progress (Entry 1) the learner must achieve 14 credits in total. The credits can be taken from any combination of units within the qualification.

Gateway Qualifications Entry Level Diploma in Personal Progress (Entry 1)

To achieve the Gateway Qualifications Entry Level Diploma in Personal Progress (Entry 1) the learner must achieve 37 credits in total. The credits can be taken from any combination of units within the qualification.

Unit Reference Number	Title	Level	Credit Value	GLH	Subject Sector code
F/502/4317	Developing communication skills	Entry 1	3	30	14.1
F/502/4320	Developing reading skills	Entry 1	3	30	14.1
R/502/4323	Developing writing skills	Entry 1	3	30	14.1
Y/502/4324	Developing ICT skills	Entry 1	4	40	14.1
D/502/4325	Early mathematics: developing number skills	Entry 1	2	20	14.1
K/502/4327	Early mathematics: position	Entry 1	2	20	14.1
T/502/4329	Early mathematics: shape	Entry 1	2	20	14.1
M/502/4331	Early mathematics: measure	Entry 1	2	20	14.1
T/502/4332	Early mathematics: sequencing and sorting	Entry 1	3	30	14.1
H/502/4164	Developing Independent Living Skills: Having Your Say	Entry 1	3	30	14.1
K/502/4165	Developing Independent Living Skills: Keeping Safe	Entry 1	2	20	14.1
M/502/4166	Developing Independent Living Skills: Looking After your Own Home	Entry 1	2	20	14.1
A/502/4168	Developing Independent Living Skills: Being Healthy	Entry 1	2	20	14.1
J/502/4450	Developing Skills for the Workplace: Getting Things Done	Entry 1	4	40	14.1
R/502/4449	Developing Skills for the Workplace: Following Instructions	Entry 1	2	20	14.1
L/502/4451	Developing Skills for the Workplace: Health and Safety	Entry 1	2	20	14.1
R/502/4452	Developing Skills for the Workplace: Looking and Acting the Part	Entry 1	2	20	14.1
F/502/4169	Developing Community Participation Skills: Getting Out and About	Entry 1	5	50	14.1
A/502/4171	Travel within the Community: Going Places	Entry 1	3	30	14.1
F/502/4172	Using Local Health Services	Entry 1	2	20	14.1
A/502/4154	Developing learning skills: learning to learn	Entry 1	5	50	14.1
Y/502/4159	Dealing with problems	Entry 1	4	40	14.1
L/502/4160	Getting on with other people	Entry 1	4	40	14.1
Y/502/4422	Developing self awareness: all about me	Entry 1	3	30	14.1
K/502/4439	Rights and responsibilities : Everybody matters	Entry 1	3	30	14.1
R/502/4161	Encountering experiences: being a part of things	Entry 1	3	30	14.1
R/502/4175	Engaging with the world around you: people	Entry 1	3	30	14.1
T/502/4203	Engaging with the world around you: events	Entry 1	3	30	14.1
F/502/4205	Engaging with the world around you: objects	Entry 1	3	30	14.1
D/600/0438	Understanding what money is used for	Entry 1	3	30	14.1
J/600/2796	Developing community participation skills: Personal Enrichment	Entry 1	2	20	14.1
A/600/2794	Developing independent living skills: looking after yourself	Entry 1	2	20	14.1

3.2 Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
600/8464/9	Gateway Qualifications Entry Level Award in Personal Progress (Entry 1)	No
600/8463/7	Gateway Qualifications Entry Level Certificate in Personal Progress (Entry 1)*	Yes
600/8462/5	Gateway Qualifications Entry Level Diploma in Personal Progress (Entry 1)*	Yes

3.3 Links to other Qualifications

Progression opportunities exist onto the Gateway Qualifications suite of Entry Level qualifications at Entry 1, Entry 2 and Entry 3.

4 Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

4.1 Method of Assessment

The method of assessment for the qualification(s) is through a portfolio of evidence recorded on the unit transcript for individual unit attainment.

The unit transcript must be used to record achievement against the 10-stage achievement continuum which describes the degree of knowledge or skills the learner has attained against the learning outcomes.

Each Entry 1 unit is specified in terms of Learning Outcomes and Assessment Criteria. Unlike other units, however, the assessment criteria do not give the precise standard at which they must be met. Instead they set out a range of standards (all within Entry 1) expressed in terms of stages on the achievement continuum which assessments of this group of Entry 1 units must make use of. Providers will be required to record judgements on the learner transcript and indicate the stage on the continuum at which the learner has achieved each of the learning outcomes.

How to use the Units within these Qualifications

This guidance provides advice on how to use the Entry 1 units to underpin a teaching and learning programme and to recognise a learner's achievements.

Step 1: Selecting a unit

The first stage in selecting a unit comes after an initial assessment or on-going review has taken place. Learners' needs can be matched (if any) to the broad areas covered by the Entry 1 common units. At this point, one or more of the units can be selected.

Step 2: Building on the learner's programme

The learner's needs are likely to extend beyond the learning covered in the Entry 1 common units. It follows, then, that the learner's programme will be broader than the learning outcomes of the selected unit(s). Activities should be identified which can be incorporated into this broad programme to provide the learner with opportunities to develop the knowledge, skills and understanding described in the learning outcomes.

One activity may well cover several learning outcomes, either from within a single unit or across several units, as well as other appropriate learning which is not included in the outcomes of the units.

Units are not units of teaching or of learning and that learning outcomes do not need to be covered all at once. Nor do learning outcomes have to be covered in the order they appear in the unit. Sometimes it may make sense to address learning outcomes from several units at the same time. For example, it may be helpful to tackle some aspects of "Developing Skills for the Workplace: getting things done" alongside aspects of "Developing Communication Skills and getting on with other people". Other aspects of each of these units might be best covered at a later stage in the learner's programme.

Step 3: Identifying a starting point and setting a target

The achievement continuum is the key tool that should be used to identify the learner's starting point in the area of learning that will be focussed on. The continuum can be used in target-setting, determining a stage along the continuum as a goal for the learner to work towards. This can be negotiated with the learner, as appropriate. It might be sensible for the learner to aim for different stages on the achievement continuum for different assessment criteria.

The units can be used to record the learner's achievements as they work their way towards achieving a longer-term target. For example, if a learner's identified starting point is at the "Interest" stage on the continuum and they are aiming over time to reach the "Active Involvement" stage, it might be appropriate to use a unit to recognise when the learner has reached an intermediate stage such as "Supported Participation".

For learners working at the first three stages on the continuum who are using the unit "Encountering experiences" and the three units "Engaging with the world around you", their progress along the continuum may be very slow indeed. In fact, the nature of their cognitive impairment may mean that they are not capable of progressing to another stage on the continuum. Targets for these learners may relate to broadening the number of contexts in which they are able to meet the assessment criteria for the above units. In other words, a learner may achieve the unit "Encountering experiences" at the "Encounter" stage first in the context of music and movement and subsequently achieve the same unit again in the context of using leisure facilities.

It is important to remember that the achievement continuum describes common stages of achievement below Entry 2. Not all learners will progress evenly along the continuum. Some learners will appear to miss out stages altogether; others may seem to go 'backwards' at some point in their learning. Progress may sometimes be rapid; at other times it may be very slow. Invariably learners will be achieving at different stages of the continuum in different aspects of their learning. Learners who are not steadily moving up through the stages may still be making progress by consolidating or broadening what they have learned at a particular stage on the continuum.

Step 4: Gathering evidence of achievement

Once the learner is beginning to reach the stage(s) on the continuum for which they are aiming, then evidence of their achievement should be gathered. The credit values (one credit is equal to a notional 10 hours of learning) for each unit give an indication of how long a learner might spend on each unit but these are typical or average lengths of time. Learners may take more or less time in practice to move along the continuum.

Evidence will probably be collected routinely as part of the on-going record-keeping and reporting progress process. It is appropriate that this routinely-kept evidence is used as evidence for the achievement of the unit and if this is the case, duplicate of any additional evidence is not required

Gateway Qualifications does not require submission of any records of progress along the learner's journey. The only evidence needed is that which indicates that each assessment criterion has been met at the stage(s) on the continuum for which the learner is claiming a certificate.

The guidance accompanying each unit provides some ideas about the activities that might be used to generate that evidence. These are just suggestions and not requirements and that they relate to the full range of stages on the achievement continuum that the unit covers. Learners are certainly not expected to engage in all the activities suggested. They should only be involved in activities relating to the stage(s) of the continuum relevant to them.

The activities should be part of a coherent learning programme, structured around the learner's individualised targets. Activities should not be undertaken simply as a way of „ticking off“ the qualification requirements. The evidence generated may include tutor observations, photographs, video and audio-tapes.

Step 5: Completing the transcript

Once there is evidence for each assessment criterion, the unit transcript should be completed. This is the document in which describes the manner in which the learner has met each assessment criterion and the stage(s) on the achievement continuum that they have reached. The transcript should only be completed if the learner has moved one or more stages along the continuum from their starting point in relation to the majority of the assessment criteria.

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

Providers are required to complete a transcript for each learner as part of their quality assurance processes. Providers will be advised to attach the unit transcript to the certificate as the transcript will set out precisely the standard that the learner has achieved in relation to each assessment criterion. The transcript will include a short description of the learner's achievements and the achievement continuum stage which best describes the standards reached by the learner in relation to each assessment criterion. A learner might achieve each assessment criterion at a different stage. See below for an example of a transcript section.

Details of Learner's Achievement AC 1.1 Listen and respond to people

Assessor statement: Joe can listen to brief explanations or conversations where these are clearly directed at him. He finds it easier to listen to tutors and support workers than to his peers. He responds with single word replies or by nodding or shaking his head.

Active involvement

Making progress within Entry 1

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

people, places or objects. In instances where learners repeat a unit providers will need to complete a new transcript to evidence that new learning has taken place. However, each unit will only be certificated **once**.

Accumulating units and gaining qualifications

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

Constructing an Individual Programme of Learning

It is essential that care is taken when designing or constructing a programme of units for an individual that their needs and views are taken into account. This should be an opportunity to design the curriculum around them. In addition, a realistic approach needs to be taken when determining the learning aims of the individual and the purpose of the learning. There are likely to be many influences on the decisions to be made around this including; parents, carers and other professionals, economic considerations and the learner's abilities. The importance of excellent advice and guidance and initial assessment cannot therefore be over emphasised. Likewise, on-going assessment of progress and suitability of the programme for the learner is also important.

The nature of the qualifications allows learners flexibility to change direction if the original course proves inappropriate or circumstances change. By substituting an alternative unit or by using a different level the learner may still achieve the overall qualification, albeit by a different route.

The choice of units for a programme should be made carefully with an appreciation that not all units will be suitable for all learners and the rule that the learner should be able to benefit from the experience is the cornerstone. Therefore, a unit that is too easy is not appropriate and neither is a unit that is too difficult.

Creating Assessment Opportunities

The initial and on-going assessment should be used to ensure that the learner is being offered assessment at a level that extends them without making it impossible to achieve. A learner therefore is not expected to be assessed at the end of the programme at the same level that they were originally achieving unless this is as part of a programme of ensuring retention.

The units themselves are not a delivery schedule but an assessment schedule. The content of delivery should be tailored to suit the needs of the learners whilst addressing the underlying skills and knowledge represented in the learning outcomes and assessment criteria. It is important to remember that the learning experience is not, and should not be, confined to the assessment criteria otherwise there is a tendency to provide a very rigid and ultimately unfulfilling experience.

Opportunities should be sought for integrating the assessment of criteria from other units into the delivery of a coherent activity. Observing the natural performance of evidence is also an excellent form of assessment as it is more likely to produce valid reliable results. Obviously, this approach requires robust tracking and recording systems. The required unit transcript is a good tool in achieving this.

In any activity, real or realistic encounters are more appropriate to ensure that the application of the skills and knowledge being learned are reinforced in the right context

rather than in isolation. This is particularly true for these qualifications which are designed to develop independent living skills, and should wherever possible be delivered in the context of independent living. Whilst this may not always be possible or feasible from a practical or even a health and safety point of view, attempts should be made to ensure that any simulations are as realistic as possible.

Assessment methods should be used that are appropriate to the criteria being undertaken and in many instances this may be the observation or demonstration by the learner of a particular skill. Observation could be supplemented by witness statements, photographs or other visual recording methods. Knowledge based assessment could also arise from oral question and answer or in natural conversation. The evidencing of this may be by a tutor making notes of what was said or communicated and the circumstances in which this occurred.

The compilation of evidence should be cross referenced to the criteria of the units for ease of assessment and verification. The evidence and / or portfolio would normally be done by or in conjunction with the learner and, although the content may be made up of witness statements and collaborative evidence, the learner's own comments and input are valuable, not only to both to an assessor and verifier, but also to the learner themselves as a record of their activity and achievement.

See Appendix for information on the achievement continuum and an example of a completed transcript.

4.2 Assessment Materials

Achievement Continuum and Unit Transcript

The achievement continuum describes the characteristics the learner should display at each of the 10 stages from encounter to application. Used during an initial assessment it should aid teachers, tutors and mentors to plan the learner's programme and prepare them for the assessment approaches and the transition to the next stage. It is an innovative new way of recognising and assessing learner-referenced achievement. A unit transcript is also used to record achievement against this 10-stage continuum which describes the degree of knowledge or skills the learner has attained at a given point in his or her learning.

See Appendix for information on the achievement continuum and an example of a completed transcript.

4.3 Qualification-Specific Tutor/Assessor Requirements

None

4.4 Qualification-Specific Verification Requirements

None

5 What to do next

For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as a Gateway Qualifications centre please contact:

Gateway Qualifications
Gateway House
3 Tollgate Business Park
Colchester
CO3 8AB

Tel: 01206 911211

Email: enquiries@gatewayqualifications.org.uk

6 Gateway Qualifications

Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF).

7 Appendices

7.1 Appendix 1 - Entry 1 Achievement Continuum

7.2 Appendix 2 – Unit Assessment Transcript

7.1 Appendix 1 - Entry 1 Achievement Continuum

Ten developmental stages	Stage characteristics	Stage descriptor
1. Encounter	Characterised by presence and reflex responses	Learners are present during an activity or experience. Any participation is fully prompted by facilitators. Learners may remain passive or they may resist. For some learners, being able to tolerate a shared activity may, in itself, be significant. Learners may show simple reflex responses to encounters but it will be difficult to tell if any learning has occurred.
2. Early awareness	Characterised by fleeting attention and inconsistent responses	Learners begin to show that they are aware of activities and experiences. They may notice, fleetingly focus on or attend briefly to an object, event or another person. Learners may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects. They may begin to respond, although not consistently, to what is happening.
3. Interest	Characterised by more consistent and differentiated reactions	Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects. Learners begin to give reactions that show that they can tell the difference between specific people, objects, places and events in their surroundings.
4. Supported participation	Characterised by cooperation and engagement	Learners accept supported participation. They cooperate with shared exploration and engage in activities, although their responses may be supported by staff or other learners.
5. Active involvement	Characterised by recognition, anticipation and proactive responses	Learners begin to be proactive in their interactions. They may actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of other people. Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective responses.
6. Development	Characterised by remembered responses and intentional communication	Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time. Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.

7. Exploration	Characterised by concentration, recall and observation	Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support. Learners remember responses over more extended periods and participate in shared activities with less support. Learners remember responses over more extended periods. They observe the results of their actions with interest.
8. Initiation	Characterised by established responses and conventional communication	Learners begin to initiate activities. They may respond to options and choices with actions or gestures. They greet known people and use emerging conventional communication. Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore objects and events for more extended periods.
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings	Learners gain, strengthen or make general use of skills, knowledge, concepts or understandings that relate to their experience of the world around them. They are aware of cause and effect and know that certain actions produce predictable results. Learners apply potential solutions systematically to problems. They use single words, gestures, signs or symbols to identify or request familiar objects or to communicate about events and express their feelings.
10. Application	Characterised by the application of skills, knowledge, concepts and understandings	Learners apply their skills, knowledge and understanding to a range of familiar experiences. They carry out simple tasks in familiar settings and are able to engage in familiar, straightforward routines, anticipating some of the stages. They are aware of cause and effect and are able to anticipate the effects of a range of familiar actions. They can review activities, identifying what they enjoy and what they don't. They are able to access appropriate sources of help when carrying out routine activities. Learners can apply knowledge or skills used in one familiar activity to another familiar activity, using this ability to solve simple problems. Learners can speak or otherwise communicate in simple exchanges and discussions, make requests, ask questions and make statements. They can listen and respond to requests and follow single-step instructions.

7.2 Appendix 2 – Sample Unit Assessment Transcript

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

Learner Name	Sasha Pelham		
ULN			
Unit Title and Reference No:	Developing Reading Skills F/502/4320		
Credit Value	3	Date:	

DETAILS OF LEARNER'S ACHIEVEMENT

LO 1 Show some interest in reading
AC 1.1 Demonstrate an interest in texts
<p>Assessor Statement:</p> <p>Sasha has recently begun to intentionally seek out information and cookery books, remembering where they are kept within class. He demonstrates a marked preference for information books with photographs rather than illustrated fiction. He has spontaneously walked to the book shelves and flicked through the titles until he found the one that he wanted. He will repeatedly seek out those titles, and will remember those that he likes over a period of time. He will handle the book correctly and clearly maintain eye contact when looking at the photographs. He has started to reach for staffs' hands and points them towards areas of interest he will then independently attempt to say what he sees, intentionally communicating with staff.</p> <p>Achievement Continuum Stage: Development</p>
LO 2 Show some response to reading
AC 2.1 Demonstrate some understanding of what is being read
<p>Assessor Statement:</p> <p>Sasha can comment upon what he sees in a book, leaflet, magazine etc, using gesture, speech or PECS. When asked he will point to objects, images and characters and will make a reasonable approximation naming characters. When looking at a favourite book he has started to reach for staffs' hands and points them towards areas of interest he will then independently attempt to say what he sees, intentionally communicating with staff, thus showing that he has remembered the requirements set up by staff in previous reading tasks. He will use PECS to intentionally comment upon what he sees, distinguishing between a wide range of symbols. He can actively discriminate between words and symbols, matching symbols to words in a range of contexts.</p> <p>Achievement Continuum Stage: Development</p>
LO 3 Recognise objects and symbols
AC 3.1 Match objects to symbols, letters or words
<p>Assessor Statement:</p> <p>Sasha is proactive in matching objects to objects, symbols to symbols, symbols to photographs and symbols to words e.g. personalised timetable, as soon as he knows what activity he is going to do. He is able to remember the requirements over a range of contexts, demonstrates improved concentration and is able to work with minimal support.</p> <p>Achievement Continuum Stage: Active Involvement</p>

Assessor Signature:

Date:

Verified/Moderated by:

Date:

