Entry 1 Qualifications in Personal Progress

September 2009

The Qualifications and Curriculum Development Agency (QCDA) has developed a suite of 32 entry 1 units for the Qualifications and Credit Framework (QCF). This is to ensure that there are units and qualifications in the QCF that are relevant for learners working at all stages of Entry 1 that can be used within a personalised learning programme.

Entry Level 1 of the QCF is 'inclusive". This means it includes what was previously termed as pre-Entry provision and has no lower limit.

What are these Entry 1 units?
There are currently 32 shared units at Entry 1 each relating to aspects of early awareness and engagement with people, objects and events, communication, number, ICT, working with others, learning to learn, dealing with problems, independent living, being part of the community, preparing for work, introducing money.

What is different about these units?
The units are learner-referenced. This means that the learner and provider together can choose what sort of evidence will be relevant for them to produce, taking into account the individual learner's particular needs. They can also decide the level within the broad range of Entry 1 at which to have the learners' achievements recognised. This is particularly important for a level that spans what we currently call 'pre-Entry' as well as the existing Entry 1.

A set of descriptors of the different levels of achievement within Entry 1 accompanies the units. It is known as the achievement continuum and ranges from the encountering experiences to the application of basic skills, knowledge and understanding. Learner achievement is reported against this achievement continuum.

Providers fill in a transcript for each unit completed which gives a clear and more personalised statement of precisely what the learner has achieved against each of the assessment criteria for a unit. A copy of this transcript accompanies the certificate.

How are qualifications based on the units being developed?
These units have been designated "shared units". This means that any awarding organisations (previously called awarding bodies) offering qualifications at this level may use the units. This will allow learners to reuse units if they move to a provider who does not offer qualifications by the awarding organisation with which they originally started their accreditation.

Awarding organisations have agreed to develop flexible qualifications that offer learners maximum choice. Qualifications that include all 32 units will have the same titles (Personal Progress) and the same rules of combination. Over time additional units will be added to this bank.

Awarding organisations are initially developing three qualifications:

- Entry 1 Award in Personal Progress (8 credits)
- Entry 1 Certificate in Personal Progress (14 credits)
- Entry 1 Diploma in Personal Progress (37 credits)

Learners can achieve a qualification that includes any combination of the 32 units providing it meets the minimum credit value of the qualification.

Awarding organisations have also developed qualifications made up of small groups of units eg preparing for work, independent living. The qualifications using the "personal progress" units may include units at a higher level eg at entry 2 or entry 3 and units at entry 1 that have been contextualised.

When will the qualifications that include these units be available?
Some awarding organisations have already had their qualifications in personal progress accredited, others will be available shortly. You can see accredited qualifications on the National Database of Accredited Qualifications (www.accreditedqualifications.org.uk) In the meantime you should contact awarding organisations for further details of their plans.

What is the relationship of the units to Functional Skills qualifications at entry 1?
Learners who are not able to access entry 1 Functional Skills will be encouraged to take the entry 1 units: Developing Communication Skills. Developing Reading Skills, Developing Writing Skills, Developing ICT skills, Early Mathematics and Developing ICT Skills as appropriate

Unit titles

Unit Title	Credit value	NDAQ unit reference
Developing communication skills	3	F/502/4317
Developing reading skills	3	F/502/4320
Developing writing skills	3	R/502/4323
Developing ICT skills	4	Y/502/4324
Early mathematics: developing number skills	2	D/502/4325
Early mathematics: position	2	K/502/4327
Early mathematics: shape	2	T/502/4329
Early mathematics: measure	2	M/502/4331
Early mathematics: sequencing and sorting	3	T/502/4332
Developing independent living skills: having your say	3	H/502/4164
Developing independent living skills: keeping safe	2	K/502/4165
Developing independent living skills: looking after your own home	2	M/502/4166
Developing independent living skills: being healthy	2	A/502/4168
Developing skills for the workplace: getting things done	4	J/502/4450
Developing skills for the workplace: following instructions	2	R/502/4449
Developing skills for the workplace: health and safety	2	L/502/4451
Developing skills for the workplace: looking and acting the part	2	R/502/4452
Developing community participation skills: getting out and about	5	F/502/4169
Travel within the community - going places	3	A/502/4171
Using local health services.	2	F/502/4172
Developing learning skills: learning to learn	5	A/502/4154
Dealing with problems	4	Y/502/4159
Getting on with other people	4	L/502/4160
Developing self awareness: all about me	3	Y/502/4422
Rights and responsibilities: everybody matters	3	K/502/4432
Encountering experiences: being part of things	3	R/502/4161
Engaging with the world around you: people	3	R/502/4175
Engaging with the world around you: events	3	T/502/4203
Engaging with the world around you: objects	3	F/502/42053
Understanding what money is used for	3	D/600/0438
Developing community participation skills: Personal Enrichment	2	J/600/2796
Developing independent living skills: looking after yourself	2	A/600/2794

The Entry 1 achievement continuum- summary statements

Encounter
Characterised by presence and reflex responses

Early awareness
Characterised by fleeting attention and inconsistent responses

Interest
Characterised by more consistent and differentiated reactions

Supported participation
Characterised by co-operation and engagement

Active involvement
Characterised by recognition, anticipation and proactive responses

Development
Characterised by remembered responses and intentional communication

Exploration
Characterised by concentration, recall and observation

Initiation
Characterised by established responses and conventional communication

Consolidation
Characterised by the formation of skills, knowledge, concepts and understandings

Application
Characterised by the application of skills, knowledge, concepts and understandings

Entry 1 Achievement Continuum

For use in assessing the 32 shared Entry 1 Units

10 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 co-operation and engagement	Learners accept supported participation. They co-operate with shared exploration. Learners engage in activities. They participate in shared activity, although their responses may be supported by staff or other learners.

5. Active Involvement	Characterised by recognition, anticipation and proactive responses	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 formation 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

EXAMPLES FROM THE SUITE OF 32 UNITS

Title:	Developing communication skills
Level:	Entry 1
Credit value	3
Unit aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing communication skills.

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Listen and respond to other people	1.1 Show understanding in his/her response to what they have heard
2. Speak (or use other means) to communicate with other people	2.1 Use words, signs, phrases, objects or symbols to communicate
3. Engage in discussion with other people	3.1 Share ideas or preferences with others

Guidance on degree within the assessment criteria
This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria. These responses in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.
The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.1 Show understanding in his/her response to what they have heard	• 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.
2.1 Use words, signs, phrases, objects or symbols to communicate	• 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.

3.1 Share ideas or preferences with others	• 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.

Title:	Engaging with the world around you: people
Level:	Entry 1
Credit value:	2
Unit aim	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to people recorded

Learning Outcomes The learner will:	Assessment Criteria The learner can:
1. Interact with people	1.1 Engage with people

Guidance on degree within the assessment criteria
This guidance is intended to provide assessors with an indication of the range of ways in which learners might meet the assessment criteria and the possible range of achievement at E1. These activities in turn will be embedded in a variety of contexts/learning opportunities. The degree of achievement is most likely to relate to the Early Awareness to Active Involvement stages on the achievement continuum.
The examples provided are just that; learners may demonstrate their ability to meet the criteria in many other ways. Learners are certainly **not** expected to undertake all these activities in order to meet the assessment criteria.

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

Entry 1 Sample Unit Transcript

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

Learner's Name: Sasha Pelham

QCF ULN:

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

Credit Value: 3   **Date:**

DETAILS OF LEARNER'S ACHIEVEMENT

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

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

LO 3   Recognise objects and symbols
AC 3.1 Match objects to symbols, letters or words
Assessor Statement:

Assessor Statement:
Sasha is proactive in matching objects to objects, symbols to symbols, symbols to photographs and symbols to words e.g. personalised timetable, as soon as he knows what activity he is going to do. He is able to remember the requirements over a range of contexts, demonstrates improved concentration and is able to work with minimal support.

Achievement Continuum Stage: Active Involvement

Assessor Signature: **Date:**

Verified/Moderated by: **Date:**

(Signature of External Moderator/Verifier)