

Personal Progress 2020 guidance

Section 1: Introduction

- 1.1 Introduction to the ASDAN Entry 1 Qualifications in Personal Progress 2020
- 1.2 Qualifications, Units and Credits
- 1.3 The Structure of the Entry 1 Units in Personal Progress 2020
- 1.4 Rules of Combination
- 1.5 Assessment
- 1.6 Guidance and Support

Personal Progress 2020 guidance

1.1 Introduction to the ASDAN Entry 1 Qualifications in Personal Progress 2020

These guidelines set out the background and structure of the ASDAN Entry 1 Qualifications in Personal Progress 2020. They outline details of the assessment and moderation processes which are necessary to ensure that national standards are maintained.

These Entry 1 qualifications span a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding to a range of familiar experiences.

The qualifications are offered at Entry Level 1 and below. In addition, unit certification is attainable to recognise smaller steps of achievement by learners unable to attain the full requirements for the qualification.

ASDAN's Entry 1 Qualifications in Personal Progress have been accredited by Ofqual, Qualifications Wales (from Sep 20) and CCEA (from Sep 21).

- ASDAN Entry Level Award in Personal Progress (Entry 1) QAN: 603/5541/4
- ASDAN Entry Level Certificate in Personal Progress (Entry 1) QAN: 603/5556/6
- ASDAN Entry Level Extended Certificate in Personal Progress (Entry 1) QAN: 603/5557/8
- ASDAN Entry Level Diploma in Personal Progress (Entry 1) QAN: 603/5558/X

No mandatory prior qualifications, attainment or experience is required for these qualifications.

These Entry 1 qualifications are designed to be used at a time when it is appropriate to the different needs, aptitudes and interests of the learner. Therefore the ASDAN Entry 1 qualifications in Personal Progress are available to pre- and post- 16 learners.

Language restrictions

ASDAN's qualifications have been approved by the regulators to be offered, assessed and moderated in English only. Centres must therefore present learners' work for external moderation in English. ASDAN will not accept work that has been translated from another language (except as contained in our published Access Arrangements).

1.2 Qualifications, Units and Credits

- The units are credit rated (a credit is broadly equivalent to 10 learning hours)
- Full Awards require 8 credits
- Full Certificates require 14 credits
- Full Extended Certificates require 25 credits
- Full Diplomas require 37 credits
- Unit certification is available

Personal Progress 2020 guidance

Unit reference	Title	Credit rating
	Employment	
DCS	Developing communication skills	3
DIS	Developing ICT skills	4
DLS	Developing learning skills: learning to learn	5
DRS	Developing reading skills	3
DWS	Developing writing skills	3
DWFI	Developing skills for the workplace: following instructions	2
DWTD	Developing skills for the workplace: getting things done	4
DWCP	Developing skills for the workplace: growing and caring for plants	2
DWHS	Developing skills for the workplace: health and safety	2
DWCA	Developing skills for the workplace: looking after and caring for animals	2
DWLA	Developing skills for the workplace: looking and acting the part	2
EMNS	Early mathematics: developing number skills	2
EMM	Early mathematics: measure	2
EMP	Early mathematics: position	2
EMSO	Early mathematics: sequencing and sorting	3
EMSH	Early mathematics: shape	2
EWEW	Engaging with the world of work: exploring work*	3
EWSP	Engaging with the world around you: sequence and pattern*	3
EWWE	Engaging with the world of work: work experience*	3
MEP	Participating in a mini-enterprise project	4
	Independent living	
ILHS	Developing independent living skills: having your say	3

Personal Progress 2020 guidance

ILKS	Developing independent living skills: keeping safe	2
ILOE	Developing independent living skills: looking after your own environment	2
DPS	Dealing with problems	4
ESDU	Engaging with self-help and independence skills: dressing or undressing*	3
ESED	Engaging with self-help and independence skills: eating or drinking*	3
PFE	Planning and preparing food for an event	3
PDS	Preparing drinks and snacks	3
TRE	Recognising time through regular events	3
DRA	Taking part in daily routine activities	3
UMF	Understanding what money is used for	3
	Good health	
CPSA	Developing community participation skills: participating in sporting activities	3
ILBH	Developing independent living skills: being healthy	2
ILPC	Developing independent living skills: personal care	2
ILPP	Developing independent living skills: personal presentation	2
DSA	Developing self-awareness: all about me	3
EECR	Encountering experiences: creativity*	3
NCA	Engaging in new creative activities	3
LHS	Using local health services	2
	Friends, relationships and community	
CPCE	Developing community participation skills: caring for the environment	3
CPOA	Developing community participation skills: getting out and about	5

Personal Progress 2020 guidance

CPPE	Developing community participation skills: personal enrichment	2
EEPT	Encountering experiences: being a part of things*	3
EWCE	Engaging with the world around you: centre and community based events*	4
EWDP	Engaging with the world around you: developing a profile*	3
EWSS	Engaging with the world around you: sensory story*	3
EWOB	Engaging with the world around you: objects*	4
EWPF	Engaging with the world around you: people and friendships*	4
EWTE	Engaging with the world around you: technology*	4
EWNE	Engaging with the world around you: the natural environment*	3
EWTH	Engaging with the world around you: therapies*	3
GOP	Getting on with people	4
RAQ	Making requests and asking questions in familiar situations	2
PPI	Providing personal information	3
RAR	Rights and responsibilities: everybody matters	3
CGP	Travel within the community: going places	3
CPT	Using a community facility over a period of time	3
ISPR	Using inter-personal skills to contribute to positive relationships	2

* = Units particularly suited for learners with PMLD

1.3 The Structure of the Entry 1 Units in Personal Progress

Assessments of the Personal Progress units must make use of the Achievement Continuum.

Centres are required to use an Evidence Transcript* to record learner achievement and indicate the stage on the continuum at which the learner has achieved for each of the unit assessment criteria.

The centre should establish a starting point on the continuum before a learner begins a programme of learning relating to a Personal Progress unit(s).

Personal Progress 2020 guidance

The expectation is that the learner will progress at least one stage along the achievement continuum before a centre seeks certification for them.

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

*See the Personal Progress specification.

Evidence Transcript

In completing the evidence transcript the tutor must:

- set out the achievement by the learner in relation to each of the assessment criterion
- include a short description of the learner's achievement and describe the context in which the learning has taken place for the unit
- note the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion

Due to the spiky profile a learner might achieve assessment criteria at different levels within one unit.

At the point a certificate is awarded, the unit transcript(s) must be securely attached to the certificate.

N.B. Learners can only claim certification for a unit once. However, learners may re-do a unit more than once, provided they have moved along the Achievement Continuum. In such cases the centre is responsible for completing a new Unit Transcript and attaching it to the previously awarded certificate.

How the Evidence Transcript will be used

The transcript will be available to different users. Like the certificate, it belongs to the learner.

Centres may wish to share the evidence transcript with:

- Teaching staff in a new provider or from a different programme to establish the learner's existing skill set and hence starting point for any new learning
- Support staff to demonstrate what the learner is capable of doing independently and where they might need support
- Parents or carers as the basis for a discussion on the learner's progress, achievement or future needs
- An employer (or prospective employer) to provide a snap shot of a learner's skill levels

At the point a learner has completed a unit and requires certification, an Evidence Transcript must be completed by the tutor/assessor and internal moderator. These checklists can be downloaded as required from the specification, which is available on the members area of the ASDAN website (www.asdan.org.uk).

Personal Progress 2020 guidance

The Evidence Transcript must be inserted into the learner portfolio for external moderation.

The completed Evidence Transcript will show:

1. The location of evidence within the portfolio
2. The stage on the Achievement Continuum where the learner is at the point of unit completion

Evidence transcripts may be downloaded as required from the Personal Progress specification, available in the members area of the ASDAN website. Guidance for centres on completing the Evidence Transcripts, and examples of completed Evidence Transcripts are also available on the members area of the ASDAN website. They can be completed on screen but must be printed and inserted into the learner's portfolio prior to submission for external moderation. Following successful moderation the unit transcript(s) must be attached to the certificate.

1.4 Rules of Combination

Rules of Combination set out what a learner is required to do to be awarded a qualification in terms of the credits and units that need to be achieved. They also set out which units are barred against others, the potential for learners to transfer credit from other units, and any exemptions.

Barred units

Learners are not able to claim credit for the same unit at more than one level, or from two units that are deemed to be very similar.

There are currently no barred units in Personal Progress.

Equivalent Units

These are similar units achieved within other qualifications. Credits from these units can in certain cases be counted instead of credits from Personal Progress units.

For example, credits from the Personal Safety in the Home and Community E1 unit achieved through ASDAN's PSD or Diploma in Life Skills qualifications can be counted instead of credits from the Personal Progress unit Developing Independent Living Skills: Keeping Safe (if achieved within the 3 years prior to moderation).

Exemptions

Similar to equivalent units, these are units that have been achieved within non-credit bearing qualifications.

E.g. Achievement of E1 Functional English can exempt a learner from the Personal Progress units Developing Communication Skills, Developing Reading Skills and Developing Writing Skills.

Personal Progress 2020 guidance

1.5 Assessment

Assessment for this qualification is 100% portfolio based.

The learner must have a portfolio evidencing the achievements in meeting the requirements of the units submitted. Evidence must be fit for purpose. It is important that the evidence presented is meaningful and accessible to the learner.

Learners will generate evidence through a range of activities. Evidence is likely to include:

- Tutor observation statements which detail that the learner has met the unit specification.
- Photographs with qualifying statements
- CD/DVD
- Questions/answers (which may be scribed for the learner)
- Action Plans/Reviews
- Other

Important

It is not appropriate to quantify the amount of evidence required. As a general rule, quality is more important than quantity. In compiling the portfolio and completing records of evidence, tutors need to select the most relevant examples showing how the learner has met the unit assessment criteria.

1.6 Guidance and Support Planning

Before introducing the ASDAN Personal Progress qualification to learners, it is necessary to identify opportunities for individuals to participate in initial assessment and development activities, and to identify opportunities to provide evidence that will demonstrate the required skills. The development of an overall plan for the delivery and assessment of the Personal Progress units helps to ensure that sufficient opportunities exist for all the requirements to be met and that there is not unnecessary duplication of effort.

Staff development

Staff development is an essential component of initial planning, as tutors, assessors and internal moderators will need time to reach a common understanding of the units. As part of the approval process for delivering the ASDAN Personal Progress qualification at least one member of staff must attend an ASDAN training session for the qualification. This can be either an Introductory Workshop or equivalent in-house training.

After initial familiarisation on an individual basis, it is recommended that tutors and assessors get together in order to discuss the content of the ASDAN Personal Progress qualification units and clarify anything that is unclear. It is essential that staff familiarise themselves with the standards for the qualification level that they are working with. Standards with guidance documents are available for all levels on the members area of the website. Once the ASDAN Personal Progress

Personal Progress 2020 guidance

qualification programme has been running for a while, it is usually a good idea for assessors and internal moderators to meet again to look at examples of evidence and to discuss and compare interpretation of standards; such discussion should form part of on-going practice. Further staff development activities on a regular basis will be dependent on individual centres' needs.

Sources of information and support

ASDAN's Regional Relationship team will be able to provide information and advice on the effective implementation of the planned programme. On-going support can be accessed through e-mail and telephone contact, and through negotiated staff training. Fees may apply in the latter case.

ASDAN also offers Themed Support meetings to promote a common understanding of Awarding Organisation expectations across centres and to share good practice.

The specification (which includes Evidence Transcripts) and exemplar Evidence Transcripts are available to download from the members area of the ASDAN website (www.asdan.org.uk).