

Unit DSCE1

Developing communication skills

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.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Listen and respond to other people	E1.1.1	Show understanding in his/her response to what they have heard
E1.2	Speak (or use other means) to communicate with other people	E1.2.1	Use words, signs, phrases, objects or symbols to communicate
E1.3	Engage in discussion with other people	E1.3.1	Share ideas or preferences with others

Unit DISE1

Developing ICT skills

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in ICT at E1) with the opportunity to have recognised their achievements in relation to developing ICT skills.		
Level	Entry 1	Credit value	4
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Use ICT to control the environment	E1.1.1	Effect change in their own environment, using ICT
E1.2	Use ICT as a source of information	E1.2.1	Gain information through ICT
E1.3	Use ICT to communicate or to augment or enable communication	E1.3.1	Communicate using ICT

Unit DRSE1

Developing reading skills

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing reading skills.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Show some interest in reading	E1.1.1	Demonstrate an interest in texts
E1.2	Show some response to reading	E1.2.1	Demonstrate some understanding of what is being read
E1.3	Recognise objects and symbols	E1.3.1	Match objects to symbols, letters or words

Unit DWSE1

Developing writing skills

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in English at E1) with the opportunity to have recognised their achievements in relation to developing writing skills.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be aware that marks, symbols, signs or words have meaning	E1.1.1	Recognise that meaning can be conveyed by marks, symbols, signs or words
E1.2	Be able to use marks, symbols, signs or words to communicate	E1.2.1	Communicate using marks, symbols, signs or words

Unit EMNSE1

Early mathematics: developing number skills

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to number.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Participate in activities involving numbers	E1.1.1	Engage in activities relating to counting in whole numbers
E1.2	Be aware of numbers in given contexts	E1.2.1	Recognise the use of numbers in familiar contexts

Unit EMME1

Early mathematics: measure

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to common measures.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Have an awareness of common measures	E1.1.1	Demonstrate an awareness of common measures

Unit EMPE1

Early mathematics: position

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to position.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Have an awareness of position	E1.1.1	Demonstrate an awareness of position

Unit EMSOE1

Early mathematics: sequencing and sorting

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to sequencing and sorting.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be aware of sequence	E1.1.1	Recognise aspects of a sequence
E1.2	Be able to sort data	E1.2.1	Engage in sorting data by a single criterion

Unit EMSH1

Early mathematics: shape

Aim	This unit aims to provide learners working within Entry 1 (but not able to access the Functional Skills in Mathematics at E1) with the opportunity to have recognised their achievements in relation to shape.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the development to application stages on the achievement continuum.		

Learner outcomes	Assessment criteria
The learner will:	The learner can:
E1.1 Have an awareness of shape	E1.1.1 Demonstrate an awareness of shape

Unit RAQE1 Making requests and asking questions in familiar situations

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to making requests and asking questions in familiar situations.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the active involvement to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to make requests in familiar situations	E1.1.1	Make requests using own preferred method of communication
E1.2	Be able to ask questions in familiar situations	E1.2.1	Ask questions using own preferred method of communication

Unit PPIE1

Providing personal information

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to providing personal information.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to provide personal information	E1.1.1	Communicate personal information using own preferred method of communication

Unit TREE1

Recognising time through regular events

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising time through regular events.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to recognise time through regular events	E1.1.1	Relate familiar events to times in the day
		E1.1.2	Relate familiar events to days in the week
		E1.1.3	Relate familiar events to seasons in the year

Unit UMFE1

Understanding what money is used for

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to understanding what money is used for.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Have an awareness of the use of money	E1.1.1	Identify money from other items
		E1.1.2	Identify uses of money
		E1.1.3	Use money in realistic situations

Unit ILBHE1 Developing independent living skills: being healthy

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to keep themselves as healthy as is possible.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be involved in keeping themselves healthy	E1.1.1	Take part in activities that contribute to keeping themselves healthy

Unit HYSE1 Developing independent living skills: having your say

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.	
Level	Entry 1	Credit value 3
Achievement Continuum stages	The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Express preferences about their lifestyle	E1.1.1	Take part in making choices about aspects of their own life
E1.2	Be involved in decision-making about how to spend their time	E1.2.1	Take part in decision-making about how they spend their time

Unit ILKSE1 Developing independent living skills: keeping safe

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to learning how to keep themselves safe.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Know that it is important to keep themselves safe	E1.1.1	Recognise key factors in keeping themselves safe
E1.2	Be able to observe safe practices	E1.2.1	Follow simple personal safety routines

Unit ILOHE1 Developing independent living skills: looking after your own home

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to learning how to keep themselves safe.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be involved in keeping their home healthy and safe	E1.1.1	Take part in domestic activities to ensure that their home is healthy and safe
		E1.1.2	Follow basic safety rules to ensure that their home is safe

Unit LAYE1 Developing independent living skills: looking after yourself

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to undertake their personal care.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be involved in caring for themselves	E1.1.1	Take part in activities that contribute to their personal care in the home setting
		E1.1.2	Take part in activities that contribute to their personal care in the community

Unit ILPPE1 Developing independent living skills: personal presentation

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to personal presentation.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to select clothing and footwear to suit different situations	E1.1.1	Select appropriate clothing and footwear to suit different situations
		E1.1.2	Present themselves in an appropriate way for different activities or weather conditions

Unit PFEE1

Planning and preparing food for an event

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to planning and preparing food for an event.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to be involved in planning food for an event	E1.1.1	Take part in planning food for an event
E1.2	Be able to contribute to preparing food for an event safely	E1.2.1	Take part in preparing different foods for an event
		E1.2.2	Follow basic safety rules to ensure that food preparation is safe
		E1.2.3	Request support when appropriate

Unit PDSE1

Preparing drinks and snacks

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to the preparation of drinks and snacks.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to be involved in preparing drinks safely	E1.1.1	Take part in preparing a variety of drinks
		E1.1.2	Follow basic safety rules when preparing drinks
E1.2	Be able to be involved in preparing snacks safely	E1.2.1	Take part in preparing different snacks
		E1.2.2	Follow basic safety rules when preparing snacks

Unit DRAE1

Taking part in daily routine activities

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising time through regular events.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the active involvement to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Know own daily routine activities	E1.1.1	Identify activities carried out every day
E1.2	Be able to take part in own daily routine activities	E1.2.1	Actively engage in own daily routine activities

Unit DPSE1

Dealing with problems

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising when problems arise and developing approaches to resolving problems.		
Level	Entry 1	Credit value	4
Achievement Continuum stages	The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be aware of problems when they arise	E1.1.1	Recognise when they have a problem
E1.2	Come up with a solution to a problem	E1.2.1	Identify sources of help
		E1.2.2	Select a solution

Unit DLSE1

Developing learning skills: learning to learn

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing their learning skills.	
Level	Entry 1	Credit value 5
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Identify strengths and weaknesses in relation to learning	E1.1.1	Recognise what they are good at and what they find difficult
E1.2	Express preferences about learning	E1.2.1	Communicate what they like and what they dislike in relation to learning
E1.3	Be involved in making choices in relation to learning	E1.3.1	Contribute to decisions about what they want to learn, how and/or why they want to learn it
E1.4	Get help with their learning	E1.4.1	Understand how to access sources of support
E1.5	Be involved in producing and reviewing a person-centred learning plan	E1.5.1	Contribute to setting and monitoring targets for their own learning

Unit DSAE1

Developing self awareness: all about me

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the very earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing self-awareness.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be aware of themselves as an individual	E1.1.1	Recognise what makes them individual
		E1.1.2	Express their individuality
E1.2	Be aware of their relationship to others	E1.2.1	Recognise how they relate to others

Unit NCAE1

Engaging in new creative activities

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have their achievements recognised in relation to engaging in new creative activities.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the interest to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to engage in new creative activities	E1.1.1	Take part in different new creative activities

Unit GOPE1

Getting on with other people

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills needed to work with or alongside other people.	
Level	Entry 1	Credit value 4
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Interact with others	E1.1.1	Listen and respond to others
		E1.1.2	Communicate with others
E1.2	Take part in a group activity	E1.2.1	Follow instructions from others
		E1.2.2	Accept, ask for or offer help
		E1.2.3	Engage in an activity involving two or more people
		E1.2.4	Take account of other group members

Unit RARE1 Rights and responsibilities: everybody matters

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earlier stages of the level) with the opportunity to have recognised their achievements in relation to recognising their own rights and responsibilities.	
Level	Entry 1	Credit value 3
Achievement Continuum stages	The degree of achievement is most likely to relate to the active involvement to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be aware that they have rights as individuals	E1.1.1	Recognise some of their basic rights as an individual
E1.2	Be aware of their relationship to others	E1.2.1	Take some responsibility for themselves
		E1.2.2	Recognise some responsibilities that they have towards others

Unit ISPRE1 Using interpersonal skills to contribute to positive relationships

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to using interpersonal skills to contribute to personal relationships.	
Level	Entry 1	Credit value 2
Achievement Continuum stages	The degree of achievement is most likely to relate to the encounter to application stages on the achievement continuum.	

Learner outcomes	Assessment criteria
The learner will:	The learner can:
E1.1 Be able to use interpersonal skills to contribute to positive relationships	E1.1.1 Demonstrate appropriate use of personal space E1.1.2 Co-operate with others

Unit CPEE1 Developing community participation skills: caring for the environment

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to caring for the environment.	
Level	Entry 1	Credit value 3
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Know that people can affect the environment in different ways	E1.1.1	Identify different harmful effects that people can have on the environment
E1.2	Be able to engage in activities to improve their local environment	E1.2.1	Take part in an activity to improve their local environment

Unit CPSE1 Developing community participation skills: getting out and about

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills they need to make maximum use of their local community.	
Level	Entry 1	Credit value 5
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Know that they have a place in the community	E1.1.1	Recognise aspects of their relationship as an individual to the community/ies to which they belong
E1.2	Use local facilities and services	E1.2.1	Show that they can use local facilities and services such as post offices, ATMs and leisure services
E.1.3	Use local shops	E1.3.1	Show that they can use local shops
E.1.4	Use local eating and drinking places	E1.4.1	Show that they can use local eating and drinking places such as cafes, restaurants and pubs

Unit CPSAE1 Developing community participation skills: participating in sporting activities

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to participate in sporting activities.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to participate in a range of sporting activities	E1.1.1	Select appropriate clothing and footwear to suit different sporting activities
		E1.1.2	Take part in different sporting activities
		E1.1.3	Follow basic safety rules when taking part in different sporting activities
E.1.2	Be able to use a community sports facility	E1.2.1	Make use of a community sports facility on more than one occasion

Unit CPPE1 Developing community participation skills: personal enrichment

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to follow and develop their own interests.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be involved in activities of personal interest to themselves	E1.1.1	Take part in activities such as hobbies, religious observance, individual and group projects
		E1.1.2	Take part in visits to places of interest or events

Unit CGPE1 Travel within the community: going places

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills they need to travel within their local community.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Travel within their own community	E1.1.1	Make journeys within their local community, whether on foot or by public or private transport

Unit CPTE1 Using a community facility over a period of time

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to using a community facility over a period of time.	
Level	Entry 1	Credit value 3
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria
The learner will:		The learner can:
E1.1	Be able to participate in selecting a community facility	E1.1.1 Take part in selecting a community facility to use
E1.2	Be able to participate in using a community facility over a period of time	E1.2.1 Take part in using a community facility over a period of time

Unit LHSE1

Using local health services

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to access local health services.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Access the services offered by local health services	E1.1.1	Show that they can access local health services, such as GP, dentist, optician, A&E, as appropriate to the learner's needs

Unit FISE1 Developing skills for the workplace: following instructions

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to their ability to follow the sorts of instructions they are likely to encounter in the workplace.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to follow instructions	E1.1.1	Follow clearly-conveyed, simple instructions to carry out tasks or to act in a manner appropriate to the workplace

Unit GTDE1 Developing skills for the workplace: getting things done

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to developing the skills needed to engage in activities common to many workplaces.	
Level	Entry 1	Credit value 4
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be involved in decision-making	E1.1.1	Take part in activities which require simple decisions to be made
E1.2	Be involved in problem-solving	E1.2.1	Take part in activities which require straightforward problems to be solved
E1.3	Work with others	E1.2.3	Engage in straightforward activities which require him/her to interact with other people

Unit GCPE1 Developing skills for the workplace: growing and caring for plants

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to growing and caring for plants.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to engage in activities to grow and care for plants	E1.1.1	Take part in activities to grow and care for plants
		E1.1.2	Follow basic safety rules when growing and caring for plants

Unit HASE1 Developing skills for the workplace: health and safety

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to recognising the need for healthy and safe practices at work.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Know about health and safety at work	E1.1.1	Recognise key features of health and safety in the workplace

Unit LCAE1 Developing skills for the workplace: looking after and caring for animals

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to looking after and caring for animals.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to engage in activities to look after and care for animals	E1.1.1	Take part in activities to help look after and care for an animal
		E1.1.2	Follow basic safety rules when looking after and caring for an animal

Unit LAPE1 Developing skills for the workplace: looking and acting the part

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to being able to present themselves properly, be punctual and attend regularly, as preparation for the workplace.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Take some responsibility for him/herself in a way that is consistent with workplace expectations	E1.1.1	Present him/herself in a manner appropriate to the workplace
		E1.1.2	Demonstrate appropriate time keeping and attendance

Unit MEPE1

Participating in a mini-enterprise project

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have recognised their achievements in relation to participating in a mini-enterprise project.		
Level	Entry 1	Credit value	4
Achievement Continuum stages	The degree of achievement is most likely to relate to the supported participation to application stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to participate in preparing for a mini-enterprise project	E1.1.1	Take part in selecting a mini-enterprise project to be involved in
		E1.1.2	Take part in planning an identified mini-enterprise project
E1.2	Be able to participate in a mini-enterprise project	E1.2.1	Engage in straightforward activities that are part of an identified mini-enterprise project

Unit EESE1 Encountering experiences: being a part of things

Aim	This unit aims to provide learners working at the very earliest stage of Entry 1 with the opportunity to have their responses recorded to activities and situations which they have encountered		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the encounter stage on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Encounter activities	E1.1.1	Experience activities and situations
E1.2	Respond with reflex to experiences	E1.2.1	Give reflex responses to external stimuli

Unit EWEE1 Engaging with the world around you: events

Aim	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to events recorded.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to active involvement stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Interact with events	E1.1.1	Engage with events

Unit EWOE1 Engaging with the world around you: objects

Aim	This unit aims to provide learners working at the early stages of Entry 1 with the opportunity to have their responses to objects recorded.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to active involvement stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Interact with objects	E1.1.1	Engage with objects

Unit EWPE1 Engaging with the world around you: people

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.		
Level	Entry 1	Credit value	3
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to active involvement stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Interact with people	E1.1.1	Engage with people

Unit EWTE1 Engaging with the world around you: technology

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have their responses to technology recorded.		
Level	Entry 1	Credit value	2
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to active involvement stages on the achievement continuum.		

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Interact with technology	E1.1.1	Engage with technology

Unit EWTHE1 Engaging with the world around you: therapies

Aim	This unit aims to provide learners working within Entry 1 (although not usually at the earliest stages of the level) with the opportunity to have their responses to therapies recorded.	
Level	Entry 1	Credit value 2
Achievement Continuum stages	The degree of achievement is most likely to relate to the early awareness to active involvement stages on the achievement continuum.	

Learner outcomes		Assessment criteria	
The learner will:		The learner can:	
E1.1	Be able to communicate about therapies	E1.1.1	Take part in different therapies
		E1.1.2	Communicate their preferences