



Personal Progress Entry 1

Standards with Guidance 2012

Introduction updated February 2018

Qualification codes

ASDAN Entry Level Diploma in Personal Progress (Entry 1)	500/6543/9
ASDAN Entry Level Certificate in Personal Progress (Entry 1)	500/6354/6
ASDAN Entry Level Award in Personal Progress (Entry 1)	500/6357/1

Sample

Contents

Guidance for assessing Personal Progress

Introduction to the qualifications	5
Structure of the qualifications	5
Unit titles and codes	6
Introduction to the guidance	8
Qualification levels	8
Assessment and evidence	9
Route towards achievement	10
Internal moderation	11
External moderation	11

Standards with Guidance Entry 1

Literacy, numeracy and ICT

Developing communication skills	14
Developing ICT skills	16
Developing reading skills	18
Developing writing skills	20
Early mathematics: developing number skills	22
Early mathematics: measure	24
Early mathematics: position	26
Early mathematics: sequencing and sorting	28
Early mathematics: shape	30
Making requests and asking questions in familiar situations	32
Providing personal information	34
Recognising time through regular events	36
Understanding what money is used for	38

Independent living skills

Developing independent living skills: being healthy	40
Developing independent living skills: having your say	42
Developing independent living skills: keeping safe	44
Developing independent living skills: looking after your own home	46
Developing independent living skills: looking after yourself	48
Developing independent living skills: personal presentation	50
Planning and preparing food for an event	52
Preparing drinks and snacks	54
Taking part in daily routine activities	56

Guidance for assessing Personal Progress

Introduction to the qualifications

ASDAN's Personal Progress qualifications are available at Entry level 1 and below.

They are accredited by Ofqual, Qualifications Wales and CCEA and listed in England and Northern Ireland in the Register of Regulated Qualifications. In Wales they appear in the Qualifications in Wales (QiW) database.

The Entry 1 Qualifications in Personal Progress have been developed so that learners working between P Levels 1-8 and Entry 1 can have their achievements recognised within a qualification framework. The Personal Progress 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 available for learners pre and post-16 and can be undertaken in schools, colleges, residential centres, training providers and independent provision.

Structure of the qualifications

- There are a number of units available at each level (see table on p.6-8)
- Each unit is credit-rated (1 credit is broadly equivalent to 10 hours of learning)
- Single unit accreditation is available.

All units are optional. Candidates must complete 8 credits worth of units to achieve the Award, 14 credits to achieve the Certificate and 37 credits to achieve the Diploma.

For Personal Progress units, the assessment criteria do not pin down a precise standard at which they must be met. Instead they set out a range of standards (all within Entry level 1) expressed in terms of stages on the Achievement Continuum (see p.116). The expectation is that the learner will progress at least one stage along the achievement continuum before a centre seeks certification for them.

The full qualification specification can be downloaded from the ASDAN website: www.asdan.org.uk.

Guidance for assessing Personal Progress

Unit titles and codes: Entry 1

Qualification unit code	ASDAN unit code	Unit title	Credit value
Literacy, numeracy and ICT			
F/502/4317	DCSE1	Developing communication skills	3
Y/502/4324	DISE1	Developing ICT skills	4
F/502/4320	DRSE1	Developing reading skills	3
R/502/4323	DWSE1	Developing writing skills	3
D/502/4325	EMNSE1	Early mathematics: developing number skills	2
M/502/4331	EMME1	Early mathematics: measure	2
K/502/4327	EMPE1	Early mathematics: position	2
T/502/4332	EMSOE1	Early mathematics: sequencing and sorting	3
T/502/4329	EMSHE1	Early mathematics: shape	2
A/602/0003	RAQE1	Making requests and asking questions in familiar situations	2
F/602/0004	PPIE1	Providing personal information	3
K/601/9817	TREE1	Recognising time through regular events	3
D/600/0438	UMFE1	Understanding what money is used for	3
Independent living skills			
A/502/4168	ILBHE1	Developing independent living skills: being healthy	2
H/502/4164	HYSE1	Developing independent living skills: having your say	3
K/502/4165	ILKSE1	Developing independent living skills: keeping safe	2
M/502/4166	ILOHE1	Developing independent living skills: looking after your own home	2
A/600/2794	LAYE1	Developing independent living skills: looking after yourself	2
K/503/9927	ILPPE1	Developing independent living skills: personal presentation	2
A/602/0020	PFEE1	Planning and preparing food for an event	3
T/602/0016	PDSE1	Preparing drinks and snacks	3
T/601/9819	DRAE1	Taking part in daily routine activities	3

Guidance for assessing Personal Progress

Qualification unit code	ASDAN unit code	Unit title	Credit value
Personal development			
Y/502/4159	DPSE1	Dealing with problems	4
A/502/4154	DLSE1	Developing learning skills: learning to learn	5
Y/502/4422	DSAE1	Developing self awareness: all about me	3
M/601/9799	NCAE1	Engaging in new creative activities	3
L/502/4160	GOPE1	Getting on with other people	4
K/502/4439	RARE1	Rights and responsibilities: everybody matters	3
T/601/9822	ISPRE1	Using interpersonal skills to contribute to positive relationships	2
Community participation			
M/503/9931	CPEE1	Developing community participation skills: caring for the environment	3
F/502/4169	CPSE1	Developing community participation skills: getting out and about	5
T/503/9932	CPSAE1	Developing community participation skills: participating in sporting activities	3
J/600/2796	CPPE1	Developing community participation skills: personal enrichment	2
A/502/4171	CGPE1	Travel within the community: going places	3
J/601/9808	CPT1	Using a community facility over a period of time	3
F/502/4172	LHSE1	Using local health services	2
Preparation for work			
R/502/4449	FISE1	Developing skills for the workplace: following instructions	2
J/502/4450	GTDE1	Developing skills for the workplace: getting things done	4
M/503/9928	GCPE1	Developing skills for the workplace: growing and caring for plants	2
L/502/4451	HASE1	Developing skills for the workplace: health and safety	2
K/503/9930	LCAE1	Developing skills for the workplace: looking after and caring for animals	2
R/502/4452	LAPE1	Developing skills for the workplace: looking and acting the part	2
L/601/9826	MEPE1	Participating in a mini-enterprise project	4

Guidance for assessing Personal Progress

Qualification unit code	ASDAN unit code	Unit title	Credit value
Units particularly accessible for learners with PMLD			
R/502/4161	EESE1	Encountering experiences: being a part of things	3
T/502/4203	EWEE1	Engaging with the world around you: events	3
F/502/4205	EWOE1	Engaging with the world around you: objects	3
R/502/4175	EWPE1	Engaging with the world around you: people	3
A/503/9933	EWTE1	Engaging with the world around you: technology	2
F/503/9934	EWTHE1	Engaging with the world around you: therapies	2

Introduction to the guidance

This guidance focuses on the units that make up the ASDAN Personal Progress qualifications and the steps that need to be taken to ensure that candidates provide appropriate evidence for accreditation. Staff involved in delivering learning and assessing performance should be experienced teachers/trainers and assessors, or be supported by staff with appropriate expertise. Tutors, assessors and internal moderators/verifiers must have access to this guidance.

This document includes the units of assessment for the Personal Progress qualifications, together 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 and learning opportunities. 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.

Qualification levels

The qualification levels are based on a range of generic indicators:

- knowledge and understanding
- application and action
- autonomy and accountability

Achievement at Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.

Guidance for assessing Personal Progress

Route towards achievement

Candidate activity	Role of central staff	Contribution to the final portfolio of evidence
Candidates who are not yet ready for assessment develop and practise skills through appropriate activities.	Tutors guide candidates on the choice of units and practice activities to develop their skills. Tutors provide feedback on skills development.	
Candidates are supported to undertake activities that will allow them to meet the requirements of the chosen assessment units. Candidates supported to collect appropriate evidence needed to show they have met the all the requirements of the qualification. This could be products of tasks undertaken, reports and witness statements, photographs, video/ audio recordings, etc. Candidates supported to organise all of their evidence in a portfolio where appropriate.	Tutors guide candidates on appropriate activities to evidence the chosen assessment units. Tutors/other relevant people complete observation checklists, witness statements, etc. Tutors guide candidates on building their portfolio to ensure there is a simple referencing system and ease of accessibility for assessors and moderators.	
Following internal assessment, candidates supported to provide additional evidence, if required.	Internal assessment For each assessment unit tutors judge each candidate's evidence against the learning outcomes and assessment criteria. Internal moderation A designated internal moderator/verifier (from the centre) samples portfolios to ensure that standards and expectations are consistent across all assessors within the organisation. Feedback is given to assessors.	Assessment checklists that reference the evidence for each unit and identify where it can be found in the portfolio, and the stage on the Achievement Continuum at which the learner has achieved each unit. Assessment checklists must be completed and signed off by the assessor and the internal moderator. Unit transcripts must be completed and signed off by the assessor.
External moderation		

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

Sample

Guidance for Entry 1

Developing communication skills

Possible ways of demonstrating that the criteria have been met

E1.1.1 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.

E1.2.1 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.

E1.3.1 Share ideas or preferences with others

- Using single words, signs or symbols
- Presenting single concepts, ideas or preferences by combining two or three words, signs or symbols
- Taking part in one-to-one and group discussions
- Taking part in conversations and role-play
- Pro-actively contributing to a range of oral interactions on a simple idea or subject

In the earlier stages of the continuum, learners will be sharing ideas or preferences with familiar people. In the later stages, they will begin to interact with those they do not know well or even with those that they are meeting for the first time.

Unit 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

Sample

Guidance for Entry 1 Engaging with the world around you: therapies

Possible ways of demonstrating that the criteria have been met

E1.1.1 Take part in different therapies

- Being passive or resistant while a therapeutic activity is taking place (e.g. hydrotherapy, aromatherapy, physiotherapy, occupational therapy, speech therapy)
- Participating in therapeutic activities with or without prompting

E1.1.2 Communicate their preferences

- Demonstrating a response and deliberate reaction to different therapies or parts of a therapeutic activity
- Expressing a preference for one therapy over another or one part of the therapeutic activity over another using single words, signs, symbols or reaction

Sample

The Achievement Continuum

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.

The Achievement Continuum

10 developmental stages	Stage characteristics	Stage descriptor
7. Exploration	Characterised by concentration, recall and observation.	<p>Learners begin to explore materials in increasingly complex ways. They concentrate for longer periods and participate in shared activities with less support.</p> <p>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.</p>
8. Initiation	Characterised by established responses and conventional communication.	<p>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.</p> <p>Learners maintain established responses over increasing periods of time and anticipate more and more known events. They actively explore events and objects for more extended periods.</p>
9. Consolidation	Characterised by the formation of skills, knowledge, concepts and understandings.	<p>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.</p> <p>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.</p>
10. Application	Characterised by the application of skills, knowledge, concepts and understandings.	<p>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.</p> <p>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.</p>

Sample

Sample



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