

ENTRY LEVEL QUALIFICATIONS

Personal Progress and Quality Assurance

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May 2010



Background



Use of entry level accreditation for was to:

- Reinforce and Celebrate the learning
- Motivate the learner
- Inform future activity
- Evidence for funding purposes

BUT

- Sometimes disjointed provision
- Not always appropriate
- Not always for the benefit of the learner



Entry Levels

- Development of Adult Literacy and Numeracy Curriculum created differentiation of entry level and set standards against those levels
- Development of Pre-entry core curriculum invented new term and even more differentiation
- National curriculum, foundation level 1, 2 and 3
- The introduction of the QCF brought with it a set of emerging definitions of levels from QCA
- Pre entry incorporated into E1



QCF Entry Level Definitions



Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry level	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 relates to the immediate environment.			
	Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.	<p>Use knowledge or understanding to carry out simple, familiar activities</p> <p>Know the steps needed to complete simple activities</p>	<p>Carry out simple, familiar tasks and activities</p> <p>Follow instructions or use rehearsed steps to complete tasks and activities</p>	<p>With appropriate guidance begin to take some responsibility for the outcomes of simple activities</p> <p>Actively participate in simple and familiar activities</p>
	Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.	<p>Use knowledge or understanding to carry out structured tasks and activities in familiar contexts</p> <p>Know and understand the steps needed to complete structured tasks and activities in familiar contexts</p>	<p>Carry out structured tasks and activities in familiar contexts</p> <p>Be aware of the consequences of actions for self and others</p>	<p>With appropriate guidance take responsibility for the outcomes of structured activities</p> <p>Actively participate in activities in familiar contexts</p>



QCF Entry Level Definitions

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.



Definition Interpretation

Entry 1

•**Summary:** Achievement at Entry 1 reflects the developing ability to make use of skill, knowledge and understanding to carry out simple limited and familiar activities and tasks with frequent directive prompts and guidance.

•**Knowledge and Understanding:** Purposeful participation in activities.

An ability to benefit from the learning activity

Initial assessment to ascertain the starting point to be able to measure the distance travelled

Retention of skills may be an issue but should be begin to observed in high proportion of assessment activities

•**Application and Action:** Tasks will have a single of small number of steps, and self contained.

Performance of a small number or single stages within a larger sequence in collaboration with tutor

Repetition of tasks advisable to increase retention of knowledge and skills

•**Autonomy and Accountability:** Frequent directive prompts

Performance of tasks may involve imitation and repetition

Contexts should be familiar, 1:1 encounters



Progression Toward Independence and or Supported Employment



Supported Employment:

- personal and social development learning
- Functional skills in English
- Functional skills in maths
- Functional skills in ICT

Independent Living:

- personal and social development
- Where relevant and appropriate, either functional skills qualifications or the appropriate common entry level 1 units relating to reading writing numeracy or ICT



Common Entry 1 Units and Personal Progress

QCA and ASDAN Pilot - Acknowledged that the E1 definition is not very useful to cover the range of ability

Development of an **Achievement Continuum** based on/reflective of:
P Scales (curriculum subject based)
Pre-entry curriculum framework (literacy and numeracy focus)
Work done at Cambridge University and SKILL –Enhancing Quality of Life



Achievement Continuum



The Entry 1 achievement continuum

- Encounter
- Early awareness
- Interest
- Supported participation
- Active involvement
- Development
- Exploration
- Initiation
- Consolidation
- Application

Detailed description on page 9-11 of guidance for providers



UNITS

Set of 32 common generic units have been agreed in areas such as:

- Communication
- Number
- ICT
- Work Related Skills
- Independence Skills
- PSD



UNITS

- Different from most QCF units in that they do not pin down the precise standard but are left open for assessment against the achievement continuum
- Assessment decisions recorded on a learner transcript for each unit
- Spiky profile within a unit allowable
- Possibility to redo units if new learning taken place and advancement along the continuum or in different contexts- BUT no repeat accreditation so dependent on funding restrictions, new learning is captured on new transcript
- Allows contextualisation by provider and therefore is capable of being very responsive to needs of learner



Rules of Combination



All awarding organisations must follow same rules of combination for qualifications containing all these units and titles:

Award in Personal Progress	8 Credits
Certificate in Personal Progress	14 Credits
Diploma in Personal Progress	37 Credits



Additional Information

- Gives ideas and examples of different ways of assessing the criteria
- Identifies which stages of the continuum are appropriate for the unit see page 16-17 for summary chart
- Is not prescriptive
- Examples of different levels of achievement
- These can be added to over time

Examples on Page 18-66



Unit Transcript

- Used to record assessment decisions and stage on continuum
- Used to record actual circumstances of achievement
- Should be attached to unit certificate on receipt
- Further achievement in different contexts and progress along continuum can be added in the form of an additional transcript
- Templates for transcript for each unit available on NOCN website

Example on Page 12 of guidance for providers



Quality Assurance of Personal Progress Units and Qualifications

- Centres need to understand the nature of the learners for whom these qualifications are designed
- Approval to run these qualifications should be considered carefully by OCN Development and Quality

Providers need:

- Staff who are experienced in delivering to this target group
- An understanding of entry level and assessment methods appropriate to the group
- An understanding of the importance of relevant learning experiences, and individual programme planning
- A willingness to implement the programme with integrity
- QRs and EVs need to sample the transcripts for sufficiency and the implementation of the continuum
- Transcripts should not be seen as the only evidence produced but more as a tracking sheet describing other evidence.



IMPORTANT



- **This system is not exact**
- **This is not a ticking exercise**
- **This requires professional, appropriate and honest assessment**
- **We need to make sure our providers will deliver and assess these qualifications with integrity**
- **This is about recording the learning**
- **This is about the learner**



Future Developments

- **Independent Living Qualifications currently with OfQual**
- **Supported Employment Qualifications planned depending on the outcome of Independent Living submission**
- **QCDA led development of subject based units to cover some national curriculum areas**
- **Who knows what happens now with new government?**



Future Developments

Household Skills

Basic Cooking Techniques

Kitchen Hygiene

Everyday Food and Drink Preparation

Food Safety and Storage

Household Cleaning

Household Expenses

Household Shopping

Make a Simple Meal

Recycling, Managing Waste

Using Domestic Appliances



Future Developments

Accessing Facilities

Accessing Commercial Services

Accessing Financial Services

Accessing Health Services

Accessing Help Services

Accessing Leisure Facilities

Getting about Safely

Knowing your Local Area

Using Public Transport – Buses and Trains

Using Public Transport – Taxis



Future Developments

Leisure

Accessing the Countryside
Computer Games
Eating Out
Exploring Art
Exploring Dance
Exploring Music
Exploring Performance
Gardening for Pleasure
Hobbies
Observing and Encouraging Birds
Outdoor Pursuits
Participation in Team Activities
Pet Care



Future Developments

Personal Care

Choosing Clothing and Footwear

Drug and Alcohol Awareness

Eating a Balanced Diet

Health and Fitness

Looking After Clothes

Personal Care and Hygiene

Personal Health

Personal Presentation

Personal Safety

Personal Development

Developing Assertiveness

Making Choices

Personal Awareness

Self Advocacy

Understanding Relationships



Future Developments



Rights and Responsibilities

Environmental Issues

Law and Order

Living in a Diverse Society

Understanding Rights and Responsibilities

Volunteering

Working as a Volunteer



How Do We Use the Continuum and the Personal Progress Qualifications?

- Initial Assessment of goals, aims aspirations
- Appropriate programme of learning, (matching learning programme based on needs to units of assessment)
- Continual appraisal of ability levels to inform how to progress learner forward using continuum or on extension of range
- Use continuum to guide on progress
- Use continuum to mark progress point at end of learning programme or set period



- Look for a developmental range of indicators
- Match these to the continuum
- Be prepared to revise performance indicators, always be prepared for surprises and
- don't adopt tunnel vision when observing performance, be prepared to interpret performance rather than using tick boxes
- Natural performance is always more representative of someone's ability rather than set assignments



- For a learning activity, decide on performance indicators.
- Look for a developmental range of indicators
- Match these to the continuum
- Be prepared to revise performance indicators, always be prepared for surprises and
- don't adopt tunnel vision when observing performance, be prepared to interpret performance rather than using tick boxes
- Natural performance is always more representative of someone's ability rather than set assignments



How Do We Use the Continuum?

Group Activity

In the group:

Choose one of the units from the qualification

Suggest on one or more learning activities or scenarios that would be an appropriate setting to develop those skills

Suggest outcomes that could result from the activity

Suggest different performances that could be considered to be demonstrating achievement at different stages of the continuum

Using, the blank transcript and the continuum descriptors, suggest entries that could be made to describe and individuals performance, and allocate a stage on the continuum that it suggests.

Feedback to the whole group your suggestions

