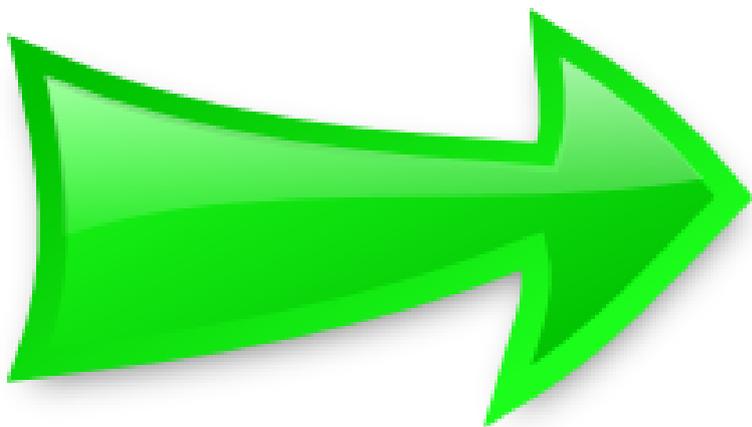




openawards

The Achievement Continuum

Entry Level One



GUIDANCE

What is the achievement continuum?

Entry Level 1 covers a wide range of achievement from the ability to encounter experiences to the ability to apply basic skills and knowledge. The Achievement Continuum breaks down Entry Level 1 into 10 stages of ability. At each stage, the continuum describes the characteristics the learner should display from encounter to application, providing a flexible assessment system.

This enables learners to achieve at Entry Level 1 across the full range of ability within the continuum. It is expected that learners will have a 'spikey profile', with learners achieving at different stages of the continuum in different skills, knowledge or behaviours.

When can the achievement continuum be used?

The Achievement Continuum should be used during an initial assessment to aid teachers, tutors and mentors to plan the learner's programme and prepare them for the assessment approaches and the transition to the next stage.

The Achievement Continuum is a mandatory part of assessing units within the Open Awards Entry Level Award/Certificate in Personal Progress. However, Open Awards also offers centres the option to use the continuum to assess any Entry Level 1 unit within any of our qualifications.

What are the stages of the achievement continuum?

1. Encounter

Characterised by presence and reflex responses.

2. Early awareness

Characterised by fleeting attention and inconsistent responses.

3. Interest

Characterised by more consistent and differentiated reactions.

4. Supported participation

Characterised by co-operation and engagement.

5. Active involvement

Characterised by recognition, anticipation and proactive responses.

6. Development

Characterised by remembered responses and intentional communication.

7. Exploration

Characterised by concentration, recall and observation.

8. Initiation

Characterised by established responses and conventional communication.

9. Consolidation

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

10. Application

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

How is the achievement continuum assessed?

A unit transcript is used to record achievement against this 10-stage continuum which describes the degree of knowledge or skills the learner has attained at a given point in his or her learning.

Each Entry 1 unit is specified in terms of Learning Outcomes and Assessment Criteria. However, the assessment criteria do not give the precise standard at which they must be met. Instead they set out a range of standards (all within Entry 1) expressed in terms of stages on the achievement continuum. Providers will be required to record judgements on the learner transcript and indicate the stage on the continuum at which the learner has achieved each of the learning outcomes.

A transcript should be completed for each unit, which should:

- Indicate the stage on the continuum which best describes the achievement of the learner for each assessment criterion. A learner might achieve assessment criteria at different levels within one unit.
- Include a short description of the learner's achievement
- Describe the context in which the learning has taken place

The transcript should be included in the learner's assessment portfolio and be available for internal verification and external quality assurance.

A template transcript can be found below in Appendix 1, along with examples of completed transcripts.

What evidence needs to be retained?

Centres must keep complete and accurate records, for at least three years from the end of year to which they relate, for all units/qualifications and make these available to Open Awards on request.

Centres are required to retain the following records:

- Name of learner, date of birth and contact address
- Title and accreditation number of each qualification and unit studied
- Name(s) of assessor(s) and internal verifier(s)
- Assessment records, including assessment decision and reason for decision. Where these records cannot be separated from the learner's evidence, please liaise with your LQR to agree what records to keep.
- Internal verification reports.

For units assessed using the Entry 1 Continuum, all transcripts must be included in the portfolio and retained for external quality assurance.

Following a successful external quality assurance review, evidence should be returned to learners. Centres should retain copies of sufficient learner evidence to allow them to participate in standardisation events.

The Achievement Continuum – Stage Descriptors

| 10 developmental stages | Stage characteristics | Stage descriptor |
|--------------------------------|--|---|
| Encounter | Characterised by presence and reflex responses | <p>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.</p> <p>Learners may show simple, reflex responses to encounters but it will be difficult to tell if any learning has occurred.</p> |
| Early Awareness | Characterised by fleeting attention and inconsistent responses | <p>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.</p> <p>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.</p> |
| Interest | Characterised by more consistent and differentiated reactions | <p>Learners begin to show interest in people, events and objects. They respond more consistently to familiar people, events and objects.</p> <p>Learners begin to give reactions that show that they can tell the difference between specific people objects, places and events in their surroundings.</p> |
| 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. |
| Active Involvement | Characterised by recognition, anticipation and proactive responses | <p>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.</p> <p>Learners recognise familiar people, events and objects. They may acknowledge familiar sequences of events and communicate consistent preferences and affective</p> |

| | | |
|----------------------|--|--|
| | | responses. |
| Development | Characterised by remembered responses and intentional communication | <p>Learners begin to develop and refine actions and reactions, often by trial and improvement. They remember responses over short periods of time.</p> <p>Learners begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities.</p> |
| 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> |
| 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 objects and events for more extended periods.</p> |
| 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> |
| 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.

Appendix 1 - Entry 1 Sample Unit Transcript

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

Learner's Name: Sasha Pelham

ULN:

Unit 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: 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)

Appendices and Links

| Appendix Name |
|---|
| Access to Fair Assessment Policy |
| Centre Handbook |
| Customer Service Statement |
| Enquiries, Complaints and Appeals Policy |
| Equality and Diversity Policy |
| Glossary of Terms |
| Invoicing Policy |
| Malpractice and Maladministration Policy |
| Marketing Your Open Awards Course |
| Plagiarism Policy |
| Privacy Policy |
| Recognition of Prior Learning Policy and Procedures |
| Sanctions Policy |
| Standardisation Policy |
| Unannounced Visits Guidance |

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Open Awards
17 De Havilland Drive,
Estuary Commerce Park
Speke
Liverpool
L24 8N
0151 494 2072

info@openawards.org.uk
www.openawards.org.uk
[@openawards](#)