

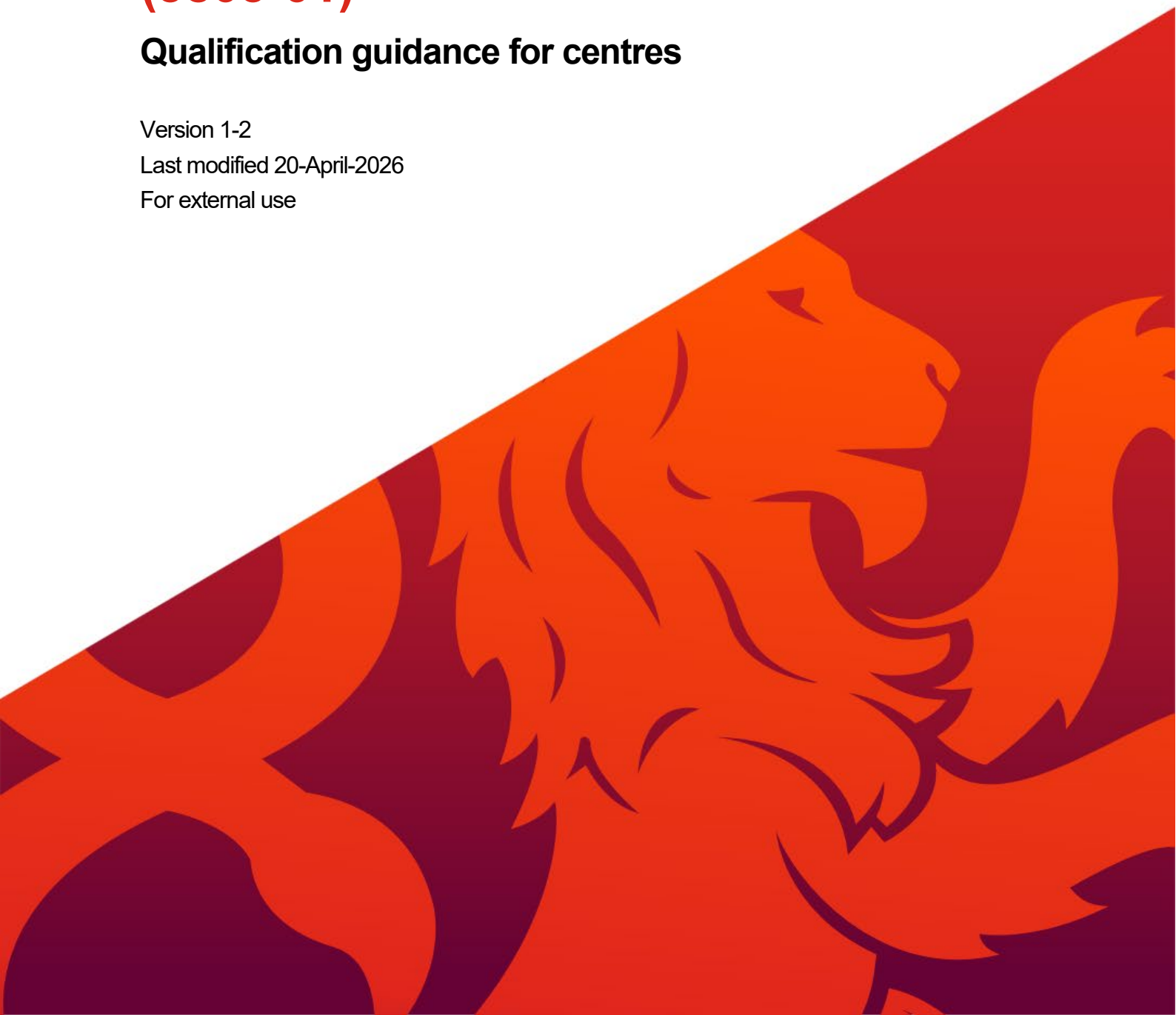
# Entry Level 1 Qualifications in Personal Progress (3803-01)

## Qualification guidance for centres

Version 1-2

Last modified 20-April-2026

For external use



## Document revision history

Version	Changed by	Summary of change	Section
1-1 03/2026	Product	Document republished in current branding	Whole document
1-2 04/2026	Product	Removed reference to Internal/External Verifier and replaced with Internal/External Quality Assurer	Section 3.7 Pg9 Appendix 2 Pg16

# Contents

<b>1. Entry Level 1 Qualifications in Personal Progress (3803-01)</b> .....	<b>3</b>
1.1. Qualifications available .....	3
<b>2. Introduction</b> .....	<b>4</b>
<b>3. Units and qualifications which support a more inclusive Entry Level 1</b> .....	<b>5</b>
3.1. Background .....	5
3.2. The range of achievement within Entry 1.....	5
3.3. Relating the units to the achievement continuum (and vice versa).....	5
3.4. Using the achievement continuum to report achievement .....	7
3.5. The Unit Transcript .....	8
3.6. Evidencing achievement of the assessment criteria .....	9
3.7. Validating the transcript .....	9
3.8. Making progress within Entry 1.....	9
3.9. Using the units to build qualifications.....	10
<b>4. Appendix 1 – The Entry Level 1 achievement continuum</b> .....	<b>11</b>
<b>5. Entry Level 1 achievement continuum (in detail)</b> .....	<b>12</b>
<b>6. Appendix 2 – Entry Level 1 Sample Learner Transcript</b> .....	<b>15</b>

## 1. Entry Level 1 Qualifications in Personal Progress (3803-01)

### 1.1. Qualifications available

Qualification title	Number	Qualification Number
Entry Level 1 Award in Personal Progress	3803-01	500/6824/6
Entry Level 1 Certificate in Personal Progress	3803-01	500/6769/2
Entry Level 1 Diploma in Personal Progress	3803-01	500/6792/8

## **2. Introduction**

This guidance is provided to support centres as they deliver Personal Progress (3803-01) at Entry 1.

This guidance has been influenced by the suggestions of those involved in the development and trial of these units: providers, awarding organisations and other interested parties.

This guidance is only applicable to qualifications that use within their rules of combination, entry 1 units, which encompass what was formerly pre-entry achievement. Where units are only available at the application stage of the continuum providers will not be required to use the learner transcript.

### **3. Units and qualifications which support a more inclusive Entry Level 1**

#### **3.1. Background**

These Entry 1 units - and accompanying rules of combination for qualifications - have been developed to allow the recognition of achievement beneath the Entry level of the Regulated Qualifications Framework (RQF), which will give learners the opportunity to gain nationally accredited qualifications.

Much thought has been given as to how to recognise achievement at this level without creating additional sub levels. There is widespread agreement that the best way to convey this information is through a transcript that describes the individual's achievements in relation to the learning outcomes for a unit

#### **3.2. The range of achievement within Entry 1**

Entry 1 encompasses “pre-entry” and spans a very 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.

Work was done by the University of Cambridge and Skill, the National Bureau for Learning Difficulties and Disabilities, in the early 2000s to develop an achievement continuum within pre-Entry. This continuum was first published in 2002 and were used to provide a basis for the pre-Entry curriculum framework for adult basic skills (PECF) and in the development of the Milestones. This 9-stage continuum was adopted in the development of these Entry 1 units rather than create a new scale. Although the continuum itself might not be familiar to all providers working with learners at this level, many will remember either the PECF milestones or the P-scales, each of which has links to the continuum. A tenth stage, Application, has been added to describe the current Entry 1.

#### **3.3. Relating the units to the achievement continuum (and vice versa)**

Each Entry 1 unit in this suite of qualifications is specified in terms of learning outcomes and assessment criteria, see an example on the next page.

### 3.3.1. Table 1: Extract of an E1 unit

<b>Title: <i>Developing communication skills</i></b>	
<b>Level : Entry 1</b>	
<b>Credit value 3</b>	
Unit 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.	
<b>Learning Outcomes</b> <i>The learner will</i>	<b>Assessment Criteria</b> <i>The learner can</i>
1. Listen and respond to other people	1.1 Show understanding in his/her response to what they have heard
2. Speak (or use other means) to communicate with other people	2.1 Use words, signs, phrases, objects or symbols to communicate
3. Engage in discussion with other people	3.1 Share ideas or preferences with others

The unit aim indicates that learners working at different stages of entry 1 could have their achievement recognised. Each unit will be accompanied by guidance to give the provider some idea of the range of ways in which the learners working at different stages on the continuum could meet the assessment criteria. Table 2 provides an example of this guidance for assessment criterion 1.1 from Table 1 above.

### 3.3.2. Table 2: Guidance section

Assessment criteria	Possible ways of demonstrating that the criteria have been met
1.1 Show understanding in his/her response to what they have heard	<ul style="list-style-type: none"><li>• single word, sign or symbol responses to key words in context</li><li>• responding to simple prompts, questions, requests and instructions</li><li>• demonstrably paying attention</li><li>• answering simple questions about a range of personal information</li><li>• listening to and following brief narratives</li></ul> <p>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.</p>

### 3.4. Using the achievement continuum to report achievement

Assessments of this group of E1 units must make use of the entry 1 achievement continuum. Providers will be required to record judgements on the entry 1 learner transcript and indicate the stage on the continuum at which the learner has achieved the learning outcomes. (See Appendix 1 for achievement continuum).

Centres should establish a starting point on the continuum before the learners begin a programme of learning relating to an E1 unit. The expectation is that learners will progress at least one stage along the achievement continuum before the centre seeks certification for them.

The certificate for an E1 unit will always report achievement at Entry 1. Certificates will be awarded where there is sufficient evidence that each assessment criterion has been met at a standard within the range specified in the unit.

### 3.5. The Unit Transcript

Centres are required to complete a transcript for each unit achieved by the learner as part of the quality assurance process. The transcript will:

- be completed by the learner’s assessor
- set out the standard achieved by the learner in relation to each assessment criterion
- include a short description of the learner’s achievement
- describe the context in which the learning has taken place for units entitled “Engaging in the World Around Us”
- note the stage on the continuum which best describes the standards reached by the learner in relation to each assessment criterion. A learner might achieve assessment criteria at different levels within one unit
- be attached to the unit certificate.

#### How will the transcript be used?

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

Centres may wish to share it with:

- An employer (or prospective employer)** to provide a snapshot of a learner’s skill levels
- Parents or carers** as the basis for a discussion on the learner’s progress, achievements or future needs
- 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 course
- Support staff** to demonstrate what the learner is capable of doing independently and where they might need support.

#### How should the transcript be completed?

The completion of the transcript is the responsibility of a named assessor within the centre. A wide variety of staff might contribute to the statements included in the transcript but a single assessor is responsible for completing the final electronic document and attesting to its accuracy in describing the learner’s achievement.

### **3.6. Evidencing achievement of the assessment criteria**

Under each assessment criterion, the assessor should provide a brief description of the learner's achievements in relation to that criterion. As much as possible, the description should use the terminology of the achievement continuum to reflect what the learner has achieved and to what degree. The description should be concise and not usually more than 3 or 4 sentences long. It is a summative statement of what has been achieved at the point at which certification for the unit is being sought.

Beneath this description, the assessor should indicate the stage on the achievement continuum which best fits the learner's achievements in relation to that assessment criterion.

### **3.7. Validating the transcript**

City & Guilds will operate a quality assurance procedure to validate the centre's quality assurance processes. It is the responsibility of the internal quality assurer (IQA) or assessor within the centre to ensure that transcripts are completed appropriately. An external quality assurer (EQA) may ask to see a sample of the completed transcripts to ensure that the correct processes are being followed. (See Appendix 2 for a completed sample transcript).

### **3.8. Making progress within Entry 1**

Clearly learners can broaden their skills, knowledge and understanding by accumulating units at Entry 1. However, learners will also be deepening or extending their learning, in other words progressing vertically within Entry 1. In order to demonstrate this progress, learners may use the same unit more than once. They should only be doing this if the provider believes that the learner is likely to have moved at least one stage along the achievement continuum in relation to most of the assessment criteria.

The three units entitled "Engaging with the world around you: people", "Engaging with the world around you: events" and "Engaging with the world around you: objects", and the unit entitled "Encountering experiences" are the exception to this rule. Due to the profound and complex nature of their learning difficulties, many learners operating at this level are unlikely to progress beyond the early stages of the achievement continuum. For these learners, progress takes the form of broadening the contexts in which they are able to encounter or engage with people, places or objects. Learners can therefore repeat a unit at the same stage on the continuum, provided that the context in which they meet the assessment criterion is different. The context should be described on the unit transcript.

### **3.9. Using the units to build qualifications**

Although learners may achieve individual units, they can also accumulate the credit they gain for each unit to build towards a qualification.

The qualifications composed solely of these units are titled as follows:

- Entry 1 Award in Personal Progress (8 credits)
- Entry 1 Certificate in Personal Progress (14 credits)
- Entry 1 Diploma in Personal Progress (37 credits)

The rules of combination for each of these qualifications allow learners to combine any of these Entry 1 units to reach the total minimum credit value of the qualification

## **4. Appendix 1 – The Entry Level 1 achievement continuum**

### **The 10 stages – Summary description**

#### **Encounter**

Characterised by presence and reflex responses

#### **Early awareness**

Characterised by fleeting attention and inconsistent responses

#### **Interest**

Characterised by more consistent and differentiated reactions

#### **Supported participation**

Characterised by co-operation and engagement

#### **Active involvement**

Characterised by recognition, anticipation and proactive responses

#### **Development**

Characterised by remembered responses and intentional communication

#### **Exploration**

Characterised by concentration, recall and observation

#### **Initiation**

Characterised by established responses and conventional communication

#### **Consolidation**

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

#### **Application**

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

## 5. Entry Level 1 achievement continuum (in detail)

10 developmental stages	Stage Characteristics	Stage descriptor
<b>1. Encounter</b>	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>
<b>2. Early Awareness</b>	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>
<b>3. Interest</b>	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>
<b>4. Supported Participation</b>	Characterised by co-operation and engagement	<p>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.</p>

10 developmental stages	Stage Characteristics	Stage descriptor
<b>5. Active Involvement</b>	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 responses.</p>
<b>6. Development</b>	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>
<b>7. Exploration</b>	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.</p> <p>Learners remember responses over more extended periods. They observe the results of their actions with interest.</p>
<b>8. Initiation</b>	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>

10 developmental stages	Stage Characteristics	Stage descriptor
<b>9. Consolidation</b>	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>
<b>10. Application</b>	Characterised by the formation 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.</p> <p>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.</p> <p>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>

## 6. Appendix 2 – Entry Level 1 Sample Learner Transcript

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

Candidate name: Sasha Pelham

Assessor name: Victor Adams

Unit title and Ref No: Developing Reading Skills F/502/4320

Learning outcome(s)	Assessment criteria	Achievement Continuum Stage
LO1 Show some interest in reading	AC1.1 Demonstrate an interest in texts	Development
<b>Assessor Statement:</b>		
<p><i>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 bookshelves 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.</i></p>		
Learning outcome(s)	Assessment criteria	Achievement Continuum Stage
LO2 Show some response to reading	AC2.1 Demonstrate some understanding of what is being read	Development
<b>Assessor Statement:</b>		
<p><i>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.</i></p>		
Learning outcome(s)	Assessment criteria	Achievement Continuum Stage
LO3 Recognise objects and symbols	AC3.1 Match objects to symbols, letters or words	Active Involvement

**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.*

The above is an accurate record of the candidate's achievements.

External Quality Assurer (EQA): \_\_\_\_\_ Date: \_\_\_\_\_

Assessor signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Contact us

Giltspur House  
5-6 Giltspur Street  
London EC1A 9DE

**[customersupport@cityandguilds.com](mailto:customersupport@cityandguilds.com)**

**+44 (0) 1924 930 800**

**[cityandguilds.com](http://cityandguilds.com)**

## About City & Guilds

City & Guilds is the global skills partner, empowering people, organisations and economies to develop the skills they need for growth. With almost 150 years of trusted expertise, we support people into work, help them develop on the job and move into the next job.

We work with Governments, employers, training providers, colleges and industry stakeholders to design and deliver high-quality training, qualifications, assessments and credentials that lead to meaningful career progression. We understand the life changing link between skills development, social mobility and success. Our solutions span critical sectors including construction, engineering, transport, energy and electrical, serving over 1 million learners annually.

Through our comprehensive portfolio of brands and trusted global network, we set industry-wide standards for technical, behavioural and commercial skills to improve performance and productivity. We believe you can achieve your potential - and we're here to help make it happen.

Every effort has been made to ensure that the information contained in this publication is true and correct at time of publication. However, City & Guilds products and services are subject to continuous development and improvement, and the right is reserved to change products and services from time to time. City & Guilds cannot accept responsibility for any loss or damage arising from the use of information in this publication.

©2025 City & Guilds Limited (Reg No 16513878). All rights reserved. City & Guilds is a trademark of City & Guilds Limited.