

Accreditation for Life and Living

Overview of module content

ACCREDITATION FOR LIFE AND LIVING					COMMUNICATION
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Respond to stimuli	Respond in a one-to-one situation	Respond in a group situation	Recognise signs, symbols, pictures or objects of reference during reading activities	Use a mark or symbol to convey meaning during writing activities
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Responding to three different stimuli (for example, telephone ringing, familiar person) and taking part in recording what you responded to (ring tone, object of reference) and how you responded (for example, by gesture, vocalisation)</p>	<p>This module is about:</p> <p>Responding (for example, by shaking head, vocalising) to someone else (for example, a friend, tutor) and taking part in recording what you responded to (a smile, a suggestion that it was time for a drink) and how you responded (for example, by gesture, eye pointing)</p>	<p>This module is about:</p> <p>Responding (for example, by using gesture, signing) in a group situation (three or more people) and taking part in recording what you responded to (for example, which video you would like to watch, when you would like to stop your leisure activity) and how you responded (for example, by vocalisation, eye pointing)</p>	<p>This module is about:</p> <p>Consistently recognising signs, symbols, pictures or objects of reference during reading activities (for example, a symbolised reading book, social signs) and taking part in recording the signs, symbols, pictures or objects of reference that you recognised and when and how you recognised these (for example, by using vocalisation, gesture)</p>	<p>This module is about:</p> <p>Using a mark or symbol to convey meaning during writing activities (for example, a vertical line to sign your work) and taking part in keeping a record</p>
Module title:	Convey an experience to another person	Interact in a one-to-one situation	Interact in a group situation	Recognise the meaning conveyed by words, signs or symbols during reading activities	Use words, signs or symbols to convey meaning during writing activities
FIRST GRADE	<p>This module is about:</p> <p>Communicating to another person about an experience (for example, a holiday, cinema visit), conveying relevant details (for example, where the holiday was, what the film was about) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Interacting in a one-to-one situation (for example, with a friend, visitor) and contributing to recording what you interacted about (for example, what you did at the weekend, which leisure activities you enjoy) and how you interacted (for example, by using picture symbols, signing)</p>	<p>This module is about:</p> <p>Interacting in a group situation (three or more people) and contributing to recording what you interacted about (for example, communicating about your favourite sport, when it is your turn to try the keyboard) and how you interacted (for example, by using picture symbols, signing)</p>	<p>This module is about:</p> <p>Recognising the meaning conveyed by words, signs or symbols during reading activities (for example, reading an email using a symbol programme, reading the web pages of an organisation you have links with) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Using words, signs or symbols to convey meaning during writing activities (for example, copy writing a shopping list, using symbols to label a photograph) and keeping a record of your writing activities</p>

ACCREDITATION FOR LIFE AND LIVING					NUMERACY
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Recognise contrasting quantities	Recognise giving and receiving situations	Anticipate routine events	Sort objects by recognising similarity	Recognise differences in size
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Recognising contrasting quantities (for example, one spoon and lots of spoons, one book and lots of books) and taking part in recording how you indicated that you recognised the contrast (for example, gesture, blinking)</p>	<p>This module is about:</p> <p>Recognising that in giving and receiving situations an exchange takes place (for example, when money is used in a shopping activity) and taking part in recording how you recognised the exchange (for example, facial gesture, signing)</p>	<p>This module is about:</p> <p>Anticipating different routine events (for example, a weekly hydrotherapy session and lunch time each day) and taking part in recording how you indicated your anticipation of each event (for example, indicate that your kit for hydrotherapy is in your bag)</p>	<p>This module is about:</p> <p>Sorting objects (for example, cups) by recognising similarity (for example, separating blue cups and green cups) and taking part in recording how you indicated your recognition of the similarity (for example, gesture, eye-pointing)</p>	<p>This module is about:</p> <p>Recognising the differences in size of objects (for example, big and small plant pots) and taking part in recording how you indicated the differences in size (for example, by eye-pointing)</p>
Module title:	Recognise and use numbers 1–5	Recognise and use money in different situations	Recognise days of the week and significant times of the day through regular events	Sort objects using a given criterion	Use vocabulary to compare objects directly
FIRST GRADE	<p>This module is about:</p> <p>Recognising numbers 1–5 (for example, by identifying each number with a communication aid), counting using numbers 1–5 (for example, the cakes on a plate), recognising numbers 1–5 as constant numbers (for example, putting the correct number of objects into containers marked with a numeral) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Recognising that money is used to make purchases (for example, use a £1 coin to buy an apple), waiting for the transaction to be completed using money to access functions (for example, use a coin to release a supermarket trolley) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Recognising days of the week through regular events (for example, it's swimming today therefore it's Tuesday), and recognising times of the day through regular events (for example, I'm eating breakfast therefore it's the morning) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Sorting at least ten objects (for example, potatoes for baking) using a given criterion (for example, by their size) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Using mathematical vocabulary (for example, large, heavy, long) to compare objects directly (for example, the big spoon and the small spoon) and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING			INFORMATION AND COMMUNICATION TECHNOLOGY		
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Respond to information and communication technology (ICT)	Explore information and communication technology (ICT)	Explore information and communication technology (ICT) purposefully	Use ICT to enable communication	Explore creative technology
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Responding to three different sources of ICT (for example, dark room, computer touch screen) and taking part in recording what you responded to (for example, light source, moving object) and how you responded (for example by tracking the light, touching the object)</p>	<p>This module is about:</p> <p>Exploring ICT (for example, a sound beam, a ripple board) and taking part in recording how you explored the ICT (for example, using body movements, using touch)</p>	<p>This module is about:</p> <p>Exploring ICT purposefully (for example, finding out which switch operates the on/off/play/volume functions on a CD player) and taking part in recording what you found out</p>	<p>This module is about:</p> <p>Using ICT to enable communication (for example, speech output device, communication aid) and taking part in recording what you communicated (for example, asking for a drink, making a choice)</p>	<p>This module is about:</p> <p>Exploring creative technology (for example, music software, graphics software) and taking part in recording how you explored the technology (for example, using two switches to play different rhythms, using a switch to explore graphics)</p>
Module title:	Identify and use a range of information and communication technology (ICT)	Identify and use information and communication technology (ICT) to source information	Use ICT to record information	Use ICT to communicate	Identify and use a range of creative information and communication technology (ICT)
FIRST GRADE	<p>This module is about:</p> <p>Identifying different examples of ICT (for example, joystick, pedestrian crossing control), using the ICT (for example, steering a powered wheelchair, crossing the road safely) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying different examples of ICT (for example, television programme, internet) to source information (for example, a wildlife programme on dolphins, football team fixtures) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Using ICT (for example, computer printer, voice activated recorder) to record information (for example, information from the internet, shopping list details) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Using ICT to communicate (for example, symbolised e-mail programme to tell a friend about your holiday, electronic communication aid to give your personal details) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying different examples of creative ICT (for example, digital camera, photocopier), using the creative ICT (for example, taking photographs, enlarging images) and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING					PERSONAL SKILLS
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Recognise people	Recognise routine events	Recognise and communicate basic personal needs	Recognise your achievements	Respond to warnings, hazards or dangers
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Recognising familiar people (for example, family member) and people that are unfamiliar (for example, new tutor) and taking part in recording how you indicated your recognition (for example, by vocalisation, not responding)</p>	<p>This module is about:</p> <p>Recognising different routine events (for example, getting dressed, lunchtime) and taking part in recording how you recognised each event (for example, by facial gesture, vocalisation)</p>	<p>This module is about:</p> <p>Recognising and communicating basic personal needs (for example, needing a drink, needing the toilet) and taking part in recording how you communicated your needs (for example, using an object of reference, symbol chart)</p>	<p>This module is about:</p> <p>Recognising your achievements (for example, using a new switch, tracking a light) and taking part in recording how you recognised your achievements (for example, by vocalisation, facial gesture)</p>	<p>This module is about:</p> <p>Responding to a hazard, warning or danger (for example, a fire alarm, road traffic) and taking part in recording how you responded (for example, by vocalisation, walking on the pavement)</p>
Module title:	Demonstrate agreed codes of behaviour	Organise your environment to complete a task	Identify and follow through personal needs	Identify your personal strengths	Recognise safety signs, symbols
FIRST GRADE	<p>This module is about:</p> <p>Demonstrating agreed codes of behaviour (for example, turn taking, sharing) when taking part in different activities with others (for example, playing a board game, using a computer) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Organising your environment to complete a task (for example, organising personal equipment to go swimming, organising the items you need to go shopping) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying personal needs (for example, needing to use a tin opener, needing to locate the tourist information office), following through personal needs (for example, asking an appropriate person for help, following directions that you've been given) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying your personal strengths (for example, sense of humour, using a communication aid independently) providing examples (for example, laughing at a joke, communicating with a visitor) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Recognising safety signs and symbols (for example, fire exit sign, safe drinking water symbol) and contributing to recording the meaning of each sign/symbol (for example, the escape route in case of a fire, water is safe to drink) and where you recognised the safety signs and symbols (for example, in a theatre, in a motorway service station)</p>

ACCREDITATION FOR LIFE AND LIVING					THE COMMUNITY
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Respond to community facilities	Use a community facility over a period of time	Meet and respond to people in the community	Meet a community group	Participate in an activity to help others
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Responding to two different community facilities (for example, theatre) and taking part in recording what you responded to (for example, changes of light in the theatre) and how you responded (for example by eye pointing, vocalisation)</p>	<p>This module is about:</p> <p>Using a community facility (for example, garden centre) over a period of time, communicating preference/s in response to options and choices (for example, communicate which area in the garden centre you would like to visit first) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Meeting two different people in the community (for example, people who serve you in shops, people who work in a leisure centre), responding to them (for example, vocalisation, signing) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Meeting a community group (for example, local school orchestra) on two different occasions, responding during the meeting with the community group (for example, moving to the music) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Taking part in an activity to help others (for example, washing cars to raise money for charity), indicating who the activity will help (for example, disadvantaged children) and taking part in keeping a record</p>
Module title:	Explore and find out about community facilities	Select and use a community facility over a period of time	Meet and find out about people who work to serve the community	Maintain a link with another community group	Take part in a community project to help others
FIRST GRADE	<p>This module is about:</p> <p>Identifying and exploring three different types of community facilities (for example, library), finding out about each facility (for example, what you can borrow from the library) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting a community facility (for example, park) to use over a period of time, communicating preference (for example, request to visit the pond area first) contributing to planning the visits and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying and meeting three different people who work to serve the community (for example, people who work for St John's Ambulance, people who help in charity shops), finding out about each person (for example, who they help, what hours they work each week) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting a community group (for example, local college 'foundation studies' group) to link with over a period of time, contributing to planning the activity/ies (for example, emailing the group to confirm the date and time of visits), interacting with someone from the community group and contributing to keeping a record</p>	<p>This module is about:</p> <p>Taking part in a community project (for example, constructing a sensory garden for a senior citizens' home) over a period of time, contributing to planning the project (for example, use a communication aid to ask residents which plants they would like to include) and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING					CREATIVE ARTS
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Explore and respond to creative activities	Explore and respond to a new creative activity	Explore and respond to an activity that links two creative arts	Take part in a group creative project over a period of time	Take part in building a portfolio of your creative work
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Exploring and responding to creative activities (for example, art, music), taking part in recording what you responded to (for example, glittery materials, percussion instruments) and how you responded (for example, by gesture, vocalisation)</p>	<p>This module is about:</p> <p>Exploring and responding to a creative activity that is new to you (for example, paper making, electronic music), taking part in recording what you responded to (for example, the wet paper mache, the loud sounds) and how you responded (for example, by gesture, vocalisation)</p>	<p>This module is about:</p> <p>Exploring and responding to an activity (for example, hand painting to slow rhythmic sounds) that links two creative arts (for example, two dimensional art and music), taking part in recording what you responded to (for example, paint consistency, music tempo) and how you responded (for example, vocalisation, moving hands to the music)</p>	<p>This module is about:</p> <p>Taking part in a group creative project (for example, musical production) over a period of time (for example, four week period), communicating preference/s in response to options and choices (for example, using eye-pointing to indicate which sound you would like to control with your switch) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Taking part in building a portfolio of creative work you have completed over a period of time (for example, collating paintings and photographs that you have completed over a six week period), communicating preference/s in response to options and choices (for example, using gesture to indicate how you would like to mount a piece of work) and taking part in keeping a record</p>
Module title:	Select and take part in a creative activity as an individual over a period of time	Select and take part in a new creative activity over a period of time	Select and take part in an activity that links two creative arts over a period of time	Select and take part in a group creative project over a period of time	Select and display your creative work
FIRST GRADE	<p>This module is about:</p> <p>Selecting a creative activity (for example, dance, photography) to take part in as an individual over a period of time, communicating preference/s (for example, choosing the dance music, choosing the photographs to print) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting and taking part in a new creative activity (for example, tie-dying, disco dancing) over a period of time, communicating preference/s (for example, the colours you prefer, the music/dance steps to use) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting and taking part in an activity (for example, using words as a stimulus for creating movement) over a period of time (for example, once a week for six weeks) that links two creative arts (for example, poetry and dance), communicating preference/s (for example, choosing the words for a dance) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting a group creative project (for example, dance production) to take part in over a period of time (for example, six week period), communicating preference/s (for example, choosing a dance step), contributing to planning the activity and contributing to keeping a record</p>	<p>This module is about:</p> <p>Contributing to selecting a piece of your creative work for display (for example, a photograph), communicating preferences about how to display your work (for example, choosing the colour of the mountboard), displaying the work, asking another person to comment and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING					THE ENVIRONMENT
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Respond to your local environment	Identify areas for improvement in your environment	Maintain an area of your local environment	Explore and respond to local environmental issues	Respond to local environmental schemes
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Responding to two different areas of your local environment (for example, a streamside walk, industrial estate) and taking part in recording what you responded to (for example, changes of sound) and how you responded (for example by vocalisation, facial gesture)</p>	<p>This module is about:</p> <p>Identifying areas in your environment which could be improved (for example, a reception area), communicating preference/s in response to options and choices (for example, choosing to add plants rather than pictures) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Identifying an area of your local environment that needs to be maintained (for example, a greenhouse, a leisure area/common room), participating in maintaining the area over a period of time (for example, watering plants weekly for a six week period, tidying the magazines daily for a week) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Exploring your local environment (for example, park shopping centre) and responding to environmental issues (for example, litter, noise, traffic, graffiti) issue (for example, a local park) and taking part in recording what you responded to and how you responded</p>	<p>This module is about:</p> <p>Responding to two different local environmental schemes (for example, a new tree planting area) and taking part in recording what you responded to (for example, the different textures of the tree barks) and how you responded (for example by facial gesture, vocalisation)</p>
Module title:	Explore and find out about your local environment	Identify and plan a project to improve your environment	Complete activities within a project to improve your local environment	Find out about a global environmental issue	Explore and find out about environmental schemes
FIRST GRADE	<p>This module is about:</p> <p>Identifying and exploring three different types of areas in your local environment (for example, industrial, coastal, woodland), finding out about each area (for example, if trees have been planted, where the coastal footpath goes) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying an area of your environment to improve (for example, garden area) and the reason for choosing this area (for example, untidy area that gives a bad impression to visitors), identifying the improvements that you would like to make (for example, adding seats and plants), contributing to planning the improvements (for example, materials needed, funding, timescale) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying all the activities in a project to improve an area of your local environment (for example, creating a new garden area), agreeing the activities you will complete (for example, buying the materials, planting new plants), identifying the reasons why you agreed to these (for example, previous experience, can access the raised border) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Finding out about a global environmental issue (for example, energy) and the environmental consequences associated with it (for example, pollution of the atmosphere from burning fossil fuels), identifying what your group can do to help (for example, making notices to remind others to switch off the lights), identifying what you can do to help (for example, recycling your drinks can) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying and exploring two different environmental schemes (for example, a conservation meadow), finding out about each scheme (for example, taking part in a guided tour with a conservationist) and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING					HOME MANAGEMENT
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Use cooking skills	Prepare a drink and snack	Use shopping facilities	Take part in preparing food for an event	Carry out household tasks
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Using a range of different cooking skills (for example, slicing, grating, whisking, mixing, chopping, pouring) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Preparing a drink and snack (for example, a cup of tea and a toasted teacake), communicating preference/s in response to options and choices (for example, which spread to put on the teacake) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Using different shops (for example, local greengrocer, post office), recognising the shops you need to use (for example, using gesture to indicate you have reached the greengrocer), locating where to pay for the item/s (for example, pointing at the till) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Taking part in preparing food for an event (for example, a birthday party), communicating preference/s in response to options and choices (for example, using objects of reference to indicate the crisps and drinks you want to prepare) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Carrying out different household tasks (for example, collecting washing from a washing line, washing cups) to an acceptable standard (for example, collecting all the dry washing and the pegs, making sure the cups are clean enough to drink from) and taking part in keeping a record</p>
Module title:	Select and use equipment for cooking	Select and cook a simple meal	Plan and carry out shopping activities	Select, plan and prepare food for an event	Complete household tasks using appliances
FIRST GRADE	<p>This module is about:</p> <p>Selecting and using appropriate equipment for different cooking activities (for example, select and use a knife and chopping board to chop carrots), using the equipment safely (for example, holding the knife by the handle) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting, planning and cooking simple meals (for example, jacket potato with baked beans), using appropriate equipment safely (for example, using a non-metallic container in the microwave oven) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Planning shopping activities (for example, making a list, planning what to take with you), carrying out shopping activities (for example, supermarket, street market) locating items in the shop (for example, asking a shop assistant, look for a stall selling the items you need), identifying the checkout procedure/s (for example, putting items on conveyor belt, waiting in a queue) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting food for an event (for example, housewarming party), agreeing and planning the food that you will prepare (for example, listing the items you need to prepare a pizza), communicating preferences (for example, using signing to indicate your choice of food and contributing to keeping a record</p>	<p>This module is about:</p> <p>Completing different household tasks (for example, vacuuming), using appliances (for example, vacuum cleaner), using the appliances safely (for example, ensuring the cable is not overstretched), completing each task to an acceptable standard (for example, vacuuming the whole floor area and ensuring that all visible dirt has been lifted) and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING					LEISURE
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Recognise your leisure time	Respond to leisure facility areas	Take part in a leisure activity as an individual over a period of time	Take part in a group leisure activity over a period of time	Respond to new leisure activities
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Consistently recognising when your leisure time happens (for example, at the end of each day) and taking part in recording how you recognised your leisure time (for example, by using an object of reference)</p>	<p>This module is about:</p> <p>Responding to two different areas of a leisure facility (for example, squash court, swimming pool) and taking part in recording what you responded to (for example, changes of temperature) and how you responded (for example by gesture, vocalisation)</p>	<p>This module is about:</p> <p>Taking part in a leisure activity as an individual (for example, aromatherapy) over a period of time, communicating preference/s in response to options and choices (for example, use eye-pointing to indicate the oil you prefer) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Taking part in a group leisure activity (for example, boccia) over a period of time, communicating preference/s in response to options and choices (for example, use eye-pointing to indicate that you would like to use a ramp to deliver the ball) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Responding to two new leisure activities (for example aromatherapy) and taking part in recording what you responded to (for example, smell of the aromatherapy oils) and how you responded (for example by gesture, body language)</p>
Module title:	Identify your leisure time	Explore and find out about leisure facilities	Select and take part in a leisure activity as an individual over a period of time	Select and take part in a group leisure activity over a period of time	Select and try new leisure activities
FIRST GRADE	<p>This module is about:</p> <p>Identifying when your leisure time happens (for example, at different times on different days), how you spend your leisure time (for example, swimming, watching TV) and contributing to recording how you spent your leisure time during one week (for example, Monday to Friday, Wednesday to Tuesday)</p>	<p>This module is about:</p> <p>Identifying and exploring different leisure facilities (for example, bowling alley, outdoor centre), finding out about each facility (for example, the activities they offer, the cost) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting a leisure activity (for example, photography) to take part in as an individual over a period of time, communicating preference/s (for example, requesting what you want to photograph) contributing to planning the activity and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting a group leisure activity (for example, board games) to take part in over a period of time, communicating preference/s (for example, choose the board game you want to play) contributing to planning the activity and contributing to keeping a record</p>	<p>This module is about:</p> <p>Selecting and trying three new leisure activities (for example, ice skating), participating in and finding out about each activity (for example, what equipment is needed, costs) and contributing to keeping a record</p>

ACCREDITATION FOR LIFE AND LIVING					WORLD OF WORK
	Module 1	Module 2	Module 3	Module 4	Module 5
Module title:	Recognise the people that work in your centre and the work that they do	Recognise people who work in the wider community and the work that they do	Recognise different workplaces	Take part in a work-related task	Take part in a mini-enterprise project
INTRODUCTORY GRADE	<p>This module is about:</p> <p>Recognising people who work in your centre and the different types of work that they do (for example, the cook/chef who prepares the meals, the receptionist who greets visitors) and taking part in recording this information and how you indicated your recognition (for example, matching photographs with job roles)</p>	<p>This module is about:</p> <p>Recognising people who work in the wider community and the different types of work that they do (for example, transport escorts who help with travelling, local shop keeper who sells goods) and taking part in recording this information and how you indicated your recognition (for example, match objects of reference to people who work in the community)</p>	<p>This module is about:</p> <p>Recognising different workplaces in the wider community (for example, garage, office) and taking part in recording how you recognised the workplaces (for example, picture colour symbols, signing)</p>	<p>This module is about:</p> <p>Taking part in a work-related task (for example, collecting laundry, laying tables) on different days, responding appropriately to instructions (for example, getting the laundry basket when requested, placing cutlery as shown) and taking part in keeping a record</p>	<p>This module is about:</p> <p>Taking part in a mini-enterprise project (for example, growing and selling bedding plants), communicating preference/s in response to options and choices (for example, use eye-pointing to indicate that you would like to 'pot-up' the seedlings) and taking part in keeping a record</p>
Module title:	Identify and find out about the work people do in your centre	Identify and find out about the work people do in the wider community	Explore and find out about different work places	Identify and participate in a work-related activity	Select and contribute to a mini-enterprise project
FIRST GRADE	<p>This module is about:</p> <p>Identifying the different types of work that people do in your centre (for example, office work, cleaning), selecting and finding out about two different types of work and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying the different types of work that people do in the wider community (for example, hairdresser, dentist), selecting and finding out about two different types of work and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying and exploring three different workplaces in the wider community (for example, factory, boatyard), finding out about each workplace (for example, the work that is carried out, the hours that staff work) and contributing to keeping a record</p>	<p>This module is about:</p> <p>Identifying and participating in a work-related activity that involves at least two tasks (for example, maintaining a sensory garden, clearing up after a coffee morning), following the instructions given and contributing to completing a record</p>	<p>This module is about:</p> <p>Selecting a mini-enterprise project (for example, running a snack shop) to take part in over a period of time, communicating preference/s (for example, choose snacks that you could cook to sell) contributing to planning the activity, and contributing to keeping a record</p>

www.ocr.org.uk

OCR customer contact centre

Vocational qualifications

Telephone 024 76 851509

Facsimile 024 76 421944

Email vocational.qualifications@ocr.org.uk

General qualifications

Telephone 01223 553998

Facsimile 01223 552627

Email general.qualifications@ocr.org.uk

OCR

1 Hills Road, Cambridge CB1 2EU

Telephone 01223 552552

Facsimile 01223 553377



FS 27093

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored.

© OCR 2007 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England.
Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.