



Insert school
logo

Passport to Learning

Name	
Centre	
Date	

For Moving On 3rd Edition
Adventurer, Explorer, Traveller, Voyager and Globetrotter
Moving On Literacy Numeracy & ICT
Key Skills

Guidance

General

Complete a portfolio of evidence for each student.
 Carry out an internal moderation of all students who are to be accredited.
 Complete a Passport to Learning for **all** students.
 Select the portfolios of **3 students for every 10** who are entered for accreditation.
 Present these portfolios at a moderation meeting where an external moderator will be in attendance.
 Present Passports to Learning for **all** students to moderator who will check the results and send them to EQUALS.
 EQUALS will send you the certificates to be presented to the students.

Passport to Learning

1. Print or save a Passport to Learning for each student.
2. Enter the student's name and centre on each page.
3. Enter the level for each unit and/or subject completed. See example below.
4. Complete the Outstanding Achievements form with any activities the student has performed exceptionally in.
5. Indicate which certificates you would like the student to be awarded.
6. Moving On Co-ordinator and Internal Moderator sign and date the validation form, indicating number of students entered for accreditation and the number of portfolios presented at moderation.

Adventurer Programme

Vocational Studies	Work Skills	U	S	Careers Education & Guidance	U	S
	Team work at school	4	3	Preparing a one page profile		
	A job study	3		Setting personal targets		
	Safety in school	2		Potential after school placements	4	

Please refer to the Teacher's Handbook for further information on the moderation process, including the Passport to Learning and Certification.

Adventurer Programme

World Studies	Science	U	S	Technology	U	S
	Heat and cooling			Hats and/or masks		
	Electricity and man-made energy			Changing basic food recipes		
	Mini beasts and insects			Design and decoration		
	Foreign Cultures	U	S	Creativity	U	S
	European culture			Music – making and using instruments		
	Language			Art – sculpture		
	Lifestyles			Drama – Mime and role play		
	Wider Culture					
	Humanities	U	S			
	Religions worship and festivals					
	Sea, rivers and lakes					
Kings and queens						

Independent Living	PSHE	U	S	Citizenship	U	S
	Road safety			The emergency services		
	Personal hygiene			Local current affairs		
	Sexuality education/ reproduction			Local environmental issues		
	Leisure & Recreation	U	S	Daily Living Skills	U	S
	School lunch-time or after school club			House/indoor gardening		
	Dance			Preparing snacks		
	Aromatherapy/ beauty therapy			Cleaning routines		

Vocational Studies	Work Skills	U	S	Careers Education & Guidance	U	S
	Team work at school			Preparing a one page profile		
	A job study			Setting personal targets		
	Safety in school			Potential after school placements		

British Values		U	S
	Local and National Democracy		
	What does 'British' mean?		
	Significant religions worshipped in Britain: Christianity		

Student Name:

Centre:

Explorer Programme

World Studies	Science	U	S	Technology	U	S
	Materials in the home			Making an item for display		
	Natural energy			Healthy soups		
	Endangered species			Using resistant materials		
	Foreign Cultures	U	S	Creativity	U	S
	Asian culture: language			Classical musical appreciation		
	Lifestyles			Art – 2D representations		
	Wider Culture			Drama – Movement and gesture		
	Humanities	U	S			
	Religions worship and festivals					
	Population: cities, towns and villages					
	Modern times					

Independent Living	PSHE	U	S	Citizenship	U	S
	A healthy lifestyle			Mini enterprise financial planning		
	Family and friends			National current affairs		
	Body awareness and physical changes			National environmental issues		
	Leisure & Recreation	U	S	Daily Living Skills	U	S
	Making a collection			Outdoor gardening		
	Swimming			Preparing picnics		
	Hydrotherapy/gym			Using cleaning products		

Vocational Studies	Work Skills	U	S	Careers Education & Guidance	U	S
	Voluntary jobs in the community			Valued student choices		
	Work experience at school or college			Self presentation		
	First aid and getting help			Personal careers action plan		

British Values		U	S
	Rule of Law		
	Where is 'British'?		
	Significant religions worshipped in Britain: Islam		

Student Name:

Centre:

Traveller Programme

World Studies	Science	U	S	Technology	U	S
	Recycling and composting			Dyes, decoration and weaving		
	Machinery			Food from different cultures		
	Plants and growth			An item for the home		
	Foreign Cultures	U	S	Creativity	U	S
	African culture language			Traditional music		
	Lifestyles			Artefacts in the community		
	Wider Culture			Drama in the community		
	Humanities	U	S			
	Religions worship and festivals					
	Agriculture					
	Ancient cultures					

Independent Living	PSHE	U	S	Citizenship	U	S
	Emotions			Community project		
	Relationships			International current affairs		
	Financial responsibility			International environmental issues		
	Leisure & Recreation	U	S	Daily Living Skills	U	S
	Using the community for leisure			Greenhouse propagation		
	Team sports			Preparing a meal		
	Physiotherapy/sensory environments			Using household tools and appliances		

Vocational Studies	Work Skills	U	S	Careers Education & Guidance	U	S
	Mini Enterprise			Interviews		
	Work experience in the community			Role of transitions staff		
	Risk assessments			Progress file		

British Values		U	S
	Individual Liberty		
	Who is 'British'?		
	Significant religions worshipped in Britain: Hinduism		

Student Name:

Centre:

Voyager Programme

World Studies	Science	U	S	Technology	U	S
	The Human Body			Fashion		
	Forces			Food for Sale and Packaging		
	Climate and Climate Change			Jewellery		
	Foreign Cultures	U	S	Creativity	U	S
	The New World Language			Composing Music		
	Lifestyles			Abstract Art Techniques		
	Wider Culture			Puppets		
	Humanities	U	S			
	Notable Local People					
	Maps and Getting Around					
	Family History					

Independent Living	PSHE	U	S	Citizenship	U	S
	Advocacy and Self Expression			Global Dimension		
	Personal Safety			School Newsletter/Council		
	Travel Training			World Organisations		
	Leisure & Recreation	U	S	Daily Living Skills	U	S
	Using Technology for Leisure			Seasonal and Local Foods and Plants		
	Sport in the Community			Eating Out		
	Therapy			Time Management		

Vocational Studies	Work Skills	U	S	Careers Education & Guidance	U	S
	Salaries, Wages and Allowances			Anti-bullying		
	Understanding Work			Seeking Support from External Agencies		
	Economic Wellbeing			Dealing with Emergencies		

British Values		U	S
	Rights and Responsibilities		
	My Manifesto		
	Significant religions worshipped in Britain: Judaism		

Student Name:

Centre:

Globetrotter Programme

World Studies	Science	U	S	Technology	U	S
	Industry and Production			Specialist Clothing and Costumes		
	The Solar System			Food Groups and a Balanced Diet		
	Habitats on Land and Sea			Making Gifts for Sale		
	Foreign Cultures	U	S	Creativity	U	S
	UK Culture: Language or Dialects			Popular Music		
	Lifestyles			Contemporary Art		
	Wider Culture			Theatre and Film Making		
	Humanities	U	S			
	Local Community Events					
	Landmarks					
	Famous Buildings					

Independent Living	PSHE	U	S	Citizenship	U	S
	Personal Care and Presentation			Democracy: Rights and Responsibilities		
	Using Local Facilities for Health			Residential Experience		
	Drugs Awareness			The Year of: Campaigns		
	Leisure & Recreation	U	S	Daily Living Skills	U	S
	Joining a Club			Container Gardening		
	Competitive Sport			Planning Meals for a Period of Time		
	Health Action Plan			Clothing Care and Maintenance		

Vocational Studies	Work Skills	U	S	Careers Education & Guidance	U	S
	Understanding a Work Production Line			Person Centred Planning		
	Advertising			Preparing for New Situations		
	The Work Place			Transition Arrangements		

British Values		U	S
	Fairness and Equality		
	My Community		
	Significant religions worshipped in Britain: Sikhism		

Student Name:

Centre:

Key Skills Programme

Adventurer	Key Skill	Level	Evidence page numbers
	Communication (red)		
	Application of number (yellow)		
	Information Technology (green)		
	Problem solving (blue)		
	Working with others (black)		
	Improving own learning and performance (orange)		

Explorer	Key Skill	Level	Evidence page numbers
	Communication (red)		
	Application of number (yellow)		
	Information Technology (green)		
	Problem solving (blue)		
	Working with others (black)		
	Improving own learning and performance (orange)		

Traveller	Key Skill	Level	Evidence page numbers
	Communication (red)		
	Application of number (yellow)		
	Information Technology (green)		
	Problem solving (blue)		
	Working with others (black)		
	Improving own learning and performance (orange)		

Voyager	Key Skill	Level	Evidence page numbers
	Communication (red)		
	Application of number (yellow)		
	Information Technology (green)		
	Problem solving (blue)		
	Working with others (black)		
	Improving own learning and performance (orange)		

Student Name:

Centre:

Globetrotter	Key Skill	Level	Evidence page numbers
	Communication (red)		
	Application of number (yellow)		
	Information Technology (green)		
	Problem solving (blue)		
	Working with others (black)		
	Improving own learning and performance (orange)		

Student Name:

Centre:

2nd Edition Literacy and Numeracy Programme

Literacy	Sharing Information	U	S
	People		
	Events		
	Creative		
	Creating an Interest	U	S
	Media		
	Books		
	Computers		
	Gathering & Using Information	U	S
	Large Group Project		
	Small Group Project		
	Individual Project		

Numeracy	Money Matters	U	S
	What is Money?		
	Using Money		
	Financial Responsibility		
	Patterns in everyday life	U	S
	Shape, Space and Colour		
	Repeating Patterns		
	Maths for Design		
	Work It Out	U	S
	Domestic Maths		
	Maths for Leisure		
	Maths for Information		

Student Name:

Centre:

3rd Edition Literacy, Numeracy & ICT Programme

Literacy	Sharing Information	U	S	Literacy for Life and Leisure	U	S
	Letters and Postcards			Using Leisure Facilities		
	People and Events			Using the Internet		
	Collecting and using information including surveys and opinions			Social Sight and Information, Signs including Shopping and Travel		
	Creating an Interest	U	S	Literacy for the Future	U	S
	Poetry, Plays and Songs			Form Filling and Personal Details		
	Books including Traditional Tales			This is Me and Personal Statements		
	Films, Radio, T.V. and Theatre			Group Discussions and Debate		
	Literacy for Information	U	S			
	Magazines and Newspapers					
	Using a Library					
	Bibliography and Factual Literature					

Numeracy	Maths in Everyday Life	U	S	Maths for Design	U	S
	Measurement and Volume			Repeating Patterns		
	Weighing and Cooking			Shape, colour and Space		
	Time			Design		
	Maths for Life	U	S	Maths for the Future	U	S
	Shopping			Enterprise		
	Domestic Appliances			Work		
	Telephone and Communication			Financial Responsibility		
	Maths for the Community	U	S			
	Maps, Travel and Timetables					
	Using Leisure Facilities					
	Money					

Student Name:

Centre:

ICT	Keeping in Touch	U	S	ICT and Creativity	U	S
	Exchanging Information; e-mail; texting			Film Making		
	Social Networking			Creating Stories		
	News Sharing			Creating Music / Sounds		
	ICT for Pleasure, Leisure and Information	U	S	ICT for the Future	U	S
	Use of Community ICT Facilities			Using Search Engines and Websites		
	Touch Technology including iPads			Presenting Personal Information and C.V.s		
	Digital Photography			Shopping; online (internet), in the community		
	ICT in Enterprise	U	S			
	Design Corporate Images, Logos					
	Animation					
	Promotion and Advertising					

Student Name:

Centre:

Functional Skills Programme

Functional Skills	Communication	U	S
	Listening and Responding		
	Speech, Signs, Symbols or Objects		
	Conversation		
	Skills for Reading	U	S
	Interest in Reading		
	Response to Reading		
	Objects and Symbols		
	Skills for Writing	U	S
	Meaning: Marks, Signs or Words		
	Communicating: Marks, Symbols, Signs or Words		
	Number	U	S
	Counting		
	Measure, Shape and Space	U	S
	Position		
	Shape		
	Common Measure		
	Information Handling	U	S
	Sequence		
	Sorting Data		
	ICT	U	S
	Changing Environments		
	Getting Information		
Communicating			

Student Name:

Centre:

