

Towards Independence
**Module Reference
Book**

Towards Independence Module Reference Book

Introduction

Towards Independence provides a framework of activities through which personal, social and independence skills can be developed and accredited for those with moderate (MLD), severe (SLD), and profound and multiple learning difficulties (PMLD).

Towards Independence offers formal recognition for small steps of achievement towards a larger goal. Modules can be used separately and accumulated to build a record of personal achievement.

This publication must only be used as a reference document. It cannot be used as a formative or summative record.

After the selection of specific modules for the candidate(s), you are reminded that you must purchase one copy of the module for each

candidate. This provides the summative record of the candidate's achievements within the module.

It is not permissible to photocopy modules for use by other candidates.

Colleagues are reminded that a Towards Independence Student Folder must be purchased for all new students about to start the Towards Independence programme. This contains one copy of the Starting Out (mandatory) introductory module. The folder is to be used to store all the candidate's Towards Independence summative records.

All Towards Independence materials can be purchased at:
members.asdan.org.uk/catalogue

Centres are invited to contact ASDAN Central Office for further advice and support, if needed.

Sample

Towards Independence

Modules by theme

There are 76 modules to choose from. The first module, **Starting Out (TISM00)**, is mandatory. This module enables learners to be helped to recognise achievements and plan targets and challenges, which can then be developed through further modules. The rest of the modules can be divided into the following themes, although many of the modules can fit into more than one:

Communication and Numeracy

Developing Communication Skills: Introduction	TISM61
Developing Communication Skills: Progression	TISM62
Developing Numeracy Skills: Introduction	TISM64
Developing Numeracy Skills: Progression	TISM65

Leisure, Recreation and Sport

Residential Experience	TISM35
Sports Studies	TISM26
Using Leisure Time	TISM50
Water Skills	TISM29
Yogacise	TISM32

Creative Studies

Craft Making	TISM68
Making Pictures	TISM33
Performing Arts	TISM14
Photography/Multimedia	TISM45
Pottery and Ceramics	TISM19
Printing	TISM21
Sound, Rhythm and Music	TISM24

Independent Living

Baking: Introduction	TISM67
Independent Living: Introduction	TISM09
Independent Living: Progression	TISM72
Looking Smart: Introduction	TISM75
Meal Preparation and Cooking: Introduction	TISM54
Meal Preparation and Cooking: Progression	TISM55
Money: Introduction	TISM57
Money: Progression	TISM58
My Future Choices	TISM76
Personal Care Routines: Introduction	TISM78
Recognising and Using Everyday Signs	TISM22
Using Transport	TISM28

Cultural

Current Affairs	TISM03
The Environment	TISM39
Geography	TISM70
History	TISM71
Popular Culture	TISM18
The Wider World	TISM46

Towards Independence

Modules by theme

Personal Development, PSHE and Citizenship

Citizenship	TISM41
Coping with People	TISM01
E-safety	TISM69
Getting Ready to Go Out	TISM05
Getting to Know a Group	TISM06
Knowing About Myself	TISM10
Living Here	TISM73
Out in the Community	TISM13
Relationships	TISM40
Self-advocacy	TISM23

Work Related

Animal Care (with Horse Riding and Stable Management)	TISM47
Business Enterprise	TISM49
Going to College	TISM07
Horticulture	TISM08
Personal Safety	TISM15
Practical Workshop	TISM20
Time Management and Self-organisation	TISM44
Using Computer Technology	TISM63
Work Awareness	TISM30
World of Work: Care Assistant	TISM79
World of Work: Catering Assistant	TISM80
World of Work: Horticulture Assistant	TISM81
World of Work: Leisure Assistant	TISM82
World of Work: Office Assistant	TISM83
World of Work: Retail Assistant	TISM84
World of Work: Salon Assistant	TISM85

Particularly suitable for learners with PMLD

Baking: Sensory	TISM66
Creativity	TISM02
Developing Communication Skills: Sensory	TISM60
Engaging with the World around Me: Objects	TISM51
Engaging with the World around Me: People	TISM52
Engaging with the World around Me: Events	TISM53
Everyday Living	TISM04
Looking Smart: Sensory	TISM74
Meal Preparation and Cooking: Sensory	TISM56
Mobility	TISM59
Multi-sensory Experiences	TISM43
Myself and Others	TISM38
Personal Care Routines: Sensory	TISM77
Sport and Leisure	TISM25
Using ICT	TISM36
The World Around Us	TISM37

Sample

Towards Independence
Modules by title

TISM47

Animal Care (with Horse Riding and Stable Management)

To complete this module you must complete a minimum of six sections.
Sections J–N are focused on horse riding and stable management skills.

Section A:

Choosing a pet

- Choose the pet you would like to own or look after.
For example:
 - dog
 - snake
 - horse
 - rabbit
 - cat
 - other
- Decide where you would keep your pet.
For example:
 - in the house
 - in stables
 - on a farm
 - other
- Show you know how old you have to be to buy a pet.
- Show where you could obtain this pet.
For example:
 - pet shop
 - breeder
 - farm
 - market
- Show how much this pet would cost.

Section B:

Housing

- Show what type of housing the animal will need.
For example:
 - kennel
 - basket
 - cage
 - stable
 - other
- Show what type of bedding the animal will need.
For example:

- straw
 - wood shavings
 - blanket
 - other
- Show what type of bowls or containers you would need for the animal's food.
 - Show what type of bowls or containers you would need for the animal's water.

Section C:

Feeding and health care

- Show what kind of food the animal will require.
- Show where you could buy these foods.
- Show how much the food will cost.
- Decide how much food the animal will require each day.
- Show any additions to the meal the animal might require.
For example:
 - vitamins
 - biscuits
 - vegetables
 - fruit
 - other
- Show what else the animal will need to keep fit and healthy.
For example:
 - check up by a vet
 - vaccinations
 - worming
 - other
- Show what extra things young animals need.
For example:
 - extra milk supplement
 - regular feeds
 - house training
 - other

- Show what extra things 'senior' animals need.

For example:

- lighter diet
- less exercise
- extra food supplements
- other

Section D:

Keeping the animal clean

- Show you know how often the animal's bedding needs cleaning.
For example:
 - daily
 - once a week
 - twice a week
 - other
- Show what cleaning equipment or things you will need.
For example:
 - brush
 - shovel
 - fresh straw or wood shavings
 - other
- Show how to clean the animal area. Ask someone to help if you need to.

Section E:

Grooming

- Show you know how often the animal needs grooming.
For example:
 - daily
 - once a week
 - other
- Show what grooming equipment you will need.
For example:
 - brush
 - comb
 - glove

Developing Communication Skills: Introduction

To complete this module you must complete a minimum of six sections, including at least one from each of the three areas of Speaking and Listening, Reading, and Writing.

Section A: Speaking and listening: In my centre

- Show or tell others in your group what you like to do in your centre.
- Answer questions about what you have said.
- Listen to others show or tell you what they like to do at your centre.
- Working with a partner, show or tell your partner about your favourite activity.
- Listen to your partner show or tell others about their favourite activity.
- In the familiar situation of your centre, listen and respond to simple greetings and requests.
- Show that you can communicate with a familiar person to share:
 - something you like
 - something you dislike
 - a feeling
- Show how you would greet the following in your centre:
 - someone in charge
 - your best friend
 - a bus driver, taxi driver or escort

Section B: Speaking and listening: Going shopping

- Talk with others to plan a trip to the local shops.
- With support, prepare a list of things to buy.
- Tell others the things you need to buy.
- Visit a local shop and, with support, show that you can:
 - look for an item to buy

- greet the shop assistant
 - listen to the cost and pay for the item
 - thank the assistant appropriately
- Tell someone about your shopping trip.
 - Listen to details of a friend's visit to the local shops.
 - Talk with others to plan a trip to a supermarket.
 - With support, prepare a list of things to buy.
 - Tell others the things you need to buy
 - Visit a supermarket and show that you can:
 - find the items that you need to buy
 - wait at the checkout
 - greet the shop assistant appropriately
 - listen to the cost of your shopping
 - pay for your items
 - thank the shop assistant appropriately
 - Tell someone about your trip to the supermarket.
 - Listen to details of a friend's visit to the supermarket.

Section C: Speaking and listening: Eating out

- Visit a local self-service café and follow simple verbal instructions to:
 - choose an item
 - pay for the item, with support
- Visit a café, pub or restaurant and:
 - choose what you would like to eat or drink
 - wait to be served

- greet the member of staff
- order your items

- With some support, visit a range of places to eat and drink.

When buying items, show that you can:

- wait to be served
- place your order
- thank the staff appropriately

- Show or tell someone about your visit.

- Listen to details of a partner's visit.

Section D: Speaking and listening: Using technology

- Identify how to communicate with others using equipment such as a mobile phone, laptop, tablet or digital camera.
- Share what you would like to use to communicate with others.
- Use a piece of equipment to greet a familiar person.
 - Greet them in an appropriate way.
 - Ask a question or give them a piece of information.
 - Sign off appropriately.
- Use a piece of equipment to send information to an unfamiliar person.

For example:

 - make an appointment to have a haircut
 - book a taxi
 - other
- Show or tell a partner about who you have communicated with and what you discussed.

To complete this module you must complete a minimum of five sections.

Section A: Keeping personal information safe

1. Show who you communicate with online.
For example:
 - Friends
 - Family
 - Centre staff
 - Neighbours
 - Other
2. Show that you know what personal information is.
For example:
 - Your name
 - Your date of birth
 - Your address
 - Your passwords
 - Photographs of you
 - Your phone number
 - Other
3. Show how you communicate online.
For example:
 - Social networking
 - Instant messaging
 - Online forums
 - Gaming
 - Email
 - Other
4. Show that you know why it is important to keep personal information safe when you are online.

Section B: Safer social networking

1. Share with others what social networking sites you use.
For example:
 - Facebook
 - Twitter
 - Instagram
 - Other

2. Show which one you like using best.
Show why you like using it.
3. With support, if necessary, create your own online personal profile.
Ask an appropriate person to check it to make sure that you are not giving out too much personal information.
4. Show that you can safely send a message using a social networking site.
5. Show that you can safely post a photo or video clip on a social networking site.
6. Show you know how to get help if you have a bad experience when you are online.

Section C: Safer searching

1. Show you know how to access a search engine.
For example:
 - Google
 - Ask
 - Bing
 - Yahoo
 - Other
2. Show you know how to check whether a safe search filter is switched on.
3. Show that you can use a safe search engine to find out information about a topic of your choice.
Print out some of the information that you have found.
4. Show that you know how to get help if you come across harmful or upsetting material when you are using a search engine.

Section D: Cyberbullying

1. Show you know what cyberbullying is.
2. Show you know how a cyberbully might behave.
For example:
 - Making fun of somebody
 - Writing mean messages
 - Writing things that are not true
 - Sharing unkind photos or videos
 - Sharing other people's personal information
 - Other
3. Show you know what devices might be used to carry out cyberbullying.
For example:
 - Mobile phone
 - Laptop
 - Gaming console
 - Tablet
 - Other
4. Show you know how cyberbullying can be carried out.
For example:
 - Text
 - Email
 - Social networking
 - Online gaming
 - Webcams
 - Other
5. Show you know what to do if you think you are being cyberbullied.
For example:
 - Save all conversations
 - Take a screenshot of text or images
 - Do not reply
 - Other

To complete this module you must complete a minimum of five sections.

Section A:

Making breakfast

1. Choose what to eat for breakfast.
2. Check you have the ingredients you need.
3. Show you can collect the utensils you need.
4. Show you know how to wash your hands.
5. Make your breakfast.
6. Cook your food if you are having a hot breakfast. Show you know about safety when using gas or electricity.
7. After you have eaten, clear away your plate, knives, cup, bowl, etc.
8. Show you can wash up your breakfast things.
9. Show you can clear the work surface and leave things clean and tidy.

Section B:

Making a hot drink

1. Choose what you would like to drink.
2. Show you can collect the things you need.
3. Show you know how to wash your hands.
4. Show you know about safety when using the kettle, pan or microwave.
5. Make your drink.
6. Take your drink safely to the table.
7. After you have finished, wash up your spoon, mug, etc.
8. Show you can clear the work surface and leave things clean and tidy.

Section C:

Making a packed lunch

1. Make a list or collect pictures of foods suitable for a packed lunch.
2. Choose what you will have for your lunch.
3. Make a list of things you need.
4. Go shopping if you need to buy things.
5. Decide when you will need to start preparing your lunch.
6. Show you know how to wash your hands and collect the utensils you will use.
7. Make your lunch.
8. Pack your lunch in a suitable container or use suitable wrapping to keep it fresh.
9. Show you can wash up, clear the work surface and leave things clean and tidy.

Section D: Making a main meal (lunch or dinner)

1. Choose what you will make.
2. Make a list of the things you need.
3. Go shopping if you need to buy things.
4. Decide when you will need to start preparing your meal.
5. Show you know how to wash your hands.
6. Choose and collect the utensils you will use.
7. Show how you prepare your meal.
8. Show you can lay the table.

9. Cook the meal.

Show you know about safety when cooking with electricity or gas.

10. After you have eaten, show you can clear away and wash the dishes.

Check that the work surfaces are clean and tidy.

Section E: Cleaning

1. Make a list or collect pictures of household cleaning products.
2. Decide where and how you would use each product on your list.
3. Show you know how to dust and polish furniture with care.
4. Show you can use a vacuum cleaner or carpet sweeper safely. Show you know about safety when using electricity.
5. Show how you would clean the:
 - Toilet
 - Bath or shower
 - Wash basin
6. Show you can sweep and wash the kitchen floor.
7. Show you can wipe down the kitchen surfaces and empty the bin.
8. Show you can make your bed with clean bedding.

Section F:

Using a washing machine

1. Collect your dirty clothes and sort them into light and dark colours.
2. Show you can put one bundle of clothes into the machine.

TISM18

Popular Culture

To complete this module you must complete a minimum of four sections.

Section A: Ethnic group culture

1. Find out about some different ethnic groups.
2. Show which ethnic group you belong to.
3. Show what is special about your culture.
4. Take part in a visit to find out about another culture. You might like to invite someone to speak to the group instead.
5. As a group, plan and take part in a cultural event.

Section B: Famous people

1. As a group, find out about a famous person.
2. Make a display to show information about them.
3. Use pictures to show how famous people can influence fashion.
4. Show a famous person (or people) who has influenced music.

Section C: Sport

1. Find out about sports facilities in your area.
2. Show what sport you like to do.
3. Find out about sports played in different countries.
4. Make a display to show what clothes are worn for different sports.
5. As a group, make a list of famous sportspeople.
6. Visit a sports centre and take part in an activity.

Section D: Using newspapers

1. Choose a newspaper.
2. Find and cut out:
 - A photograph
 - A weather chart
 - A TV programme guide
 - A sports report
 - An advertisement
 - Something else that interests you
3. Make a display with your cuttings.
4. Share your choices with others.
5. Find out the names of some other newspapers.
You might look in a newsagent's, supermarket, library or at home.
6. As a group, find out what newspapers people read in your centre.

Section E: Television

1. Share your favourite television programme with others.
2. Decide who are your favourite characters.
Show why you like them.
3. Share with others what programmes you watch at the weekend.
4. Show which of these programmes could be described as:
 - Sport
 - Comedy
 - Film
 - Soap
 - Cartoon
 - News
 - Other
5. Watch and listen to a local

news programme. Share the main points with others.

Section F: The Internet

1. Use the Internet to find information on the following:
 - Music
 - Sports
 - News
 - Weather
 - Fashion
 - Other
2. Find something on the Internet that you would like to watch or listen to.
Name the website you visited to watch or listen to it.
3. As a group, decide which are the most popular websites that you use.

Section G: Project

In this section you can choose your own activity. Here are some ideas.

- Visit a local newspaper office
 - Make your own newsletter
 - Record your own TV or radio show
 - Plan and cook a meal from another culture
 - Produce a fact file on a sport of your choice
 - Other
1. Decide what your project will be.
 2. Plan your project.
 3. Make a list of the things you need.
 4. Do your project.
 5. Show what went well in your project.

TISM21

Printing

To complete this module you must complete a minimum of four sections.

Section A: Using different textured surfaces

1. Get yourself and your area ready for printing.
2. Choose colours to work with.
3. Use different surfaces to make a print.
4. Make some patterns.
5. Share your favourite design with a friend.
6. Clear away and clean up.

Section B: Using scrap materials or objects

1. Collect a range of scrap materials and objects.
2. Paint or ink a suitable background.
3. Plan and print your own design.
4. Use different pressures to give different effects.
5. Clear away and clean up.

Section C: Printing a picture

1. Plan and design your picture.
2. Decide what things you will need.
3. Choose suitable colours.
4. Decide the order you will do things in.
5. Set up and get ready to print.
6. Make your picture.
7. Ink up and use different pressures and colours.
8. Share your picture with others.
9. Clear away and clean up.

Section D: Single colour printing

1. Plan your design.
2. Decide what things you will need.
3. Roll out ink in an ink tray.
4. Make a pattern or design in the ink.
5. Smooth the paper gently over the ink.
6. Put your print somewhere to dry.
7. Clear away and clean up.

Section E: Using other printing methods

These are some ideas:

- screen printing
- bubble printing
- marbling
- finger prints
- foot prints
- type prints
- other

1. Decide what printing method you will use.
2. Plan your design.
3. Collect the things that you will need.
4. Choose colours to work with.
5. Make your design.
6. Share your design with others.
7. Clear away and clean up.

Section F: Project

In this section you can choose your own activity.

Here are some ideas:

- Take part in a mini enterprise – printing things to sell
- Visit a printing company
- Create a logo or sign
- Other

1. Decide what your project will be.
2. Plan your project.
3. Make a list of the things you will need.
4. Do your project.
5. Show what went well in your project.

To complete this module you must complete a minimum of four sections.

Section A: Preparing for the workplace

1. Show you know the name of your workplace.
2. Show you know the name of the person who will be supporting you in your workplace.
3. Show you know how you will travel to your workplace.
4. Show you know which days you will be working.
5. Show you know what time you have to be at work and what time you will finish work.
6. Show you know what to do if you have a problem and cannot go to work.
7. Show you know what you will be wearing at work.

Section B: What I will be doing

1. Show you know the skills and qualities that you might need for working as a care assistant. For example:
 - Communication skills
 - Friendly and caring approach
 - Being able to follow instructions
 - Patience
 - Team working skills
 - Good sense of humour
 - Other
2. Show which of these skills and qualities you have already.
3. Show you know what sort of things you might be doing when working as a care assistant. For example:
 - Helping clients with personal care

- Helping to organise leisure activities
 - Housework
 - Helping clients with personal hygiene
 - Laundry
 - Changing bedding
 - Shopping
 - Other
4. Show which of these things you will need support with.
 5. Show who you will go to for help if needed.

Section C: My first day

1. Show you know the names of the people you will be working with.
2. Show you know where the toilets are.
3. Show you know where to go for break or lunch
4. Show you know what to do if you hear the fire alarm.
5. Show you know what to do if you have an accident.
6. Show the things you have done on your first day.
7. Show which activity you enjoyed doing the most.

Section D: Health and safety in social care

1. Show you know what protective clothing people wear when working in social care.
2. Choose two items of protective clothing and show why they are needed for work in social care. For example:
 - Apron
 - Gloves

- Non-slip shoes
 - Other
3. Show you know what the safety signs mean at your workplace.
 4. Show you know about personal hygiene when working in social care. For example:
 - Wearing a clean, smart uniform
 - Having clean hair
 - Washing your hands
 - Wearing clean shoes
 - Wearing appropriate make-up
 - Other
 5. Show you know some of the hazards in the care setting you are working in. For example:
 - Heavy items
 - Clients that are unwell
 - Trip hazards
 - Lifting equipment
 - Electrical items
 - Medication
 - Other

Section E: Using equipment in social care

1. Show different items of equipment that are used in the care setting you are working in.
2. Show you know how to use two items of equipment safely. For example:
 - Safety hoist
 - Slide sheets
 - Wheelchairs
 - Walking aids
 - Bed levers
 - Lifting cushions
 - Slings
 - Other
3. Show you know how to store equipment safely.



Sample



TIMREF/1

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