

UNIT AWARD SCHEME

Guide to Writing and Submitting Units

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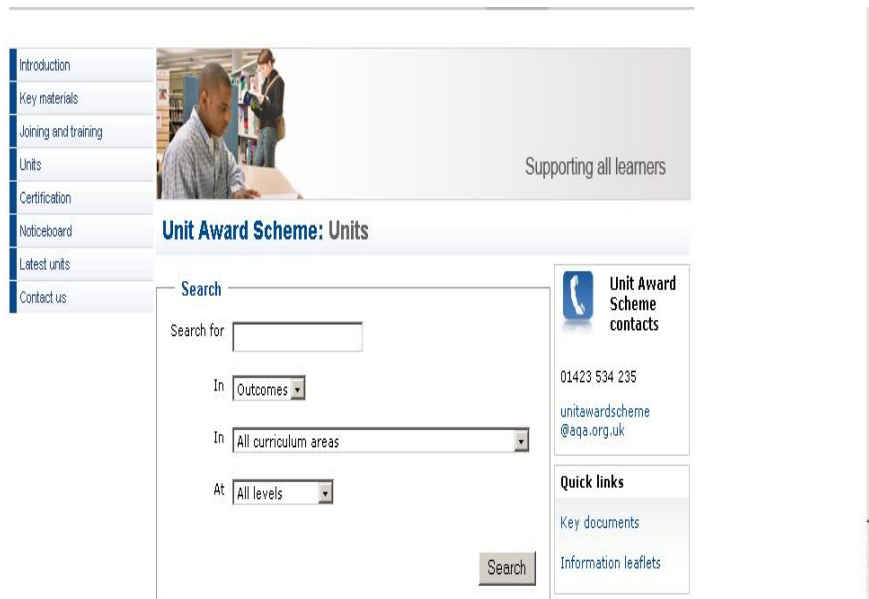
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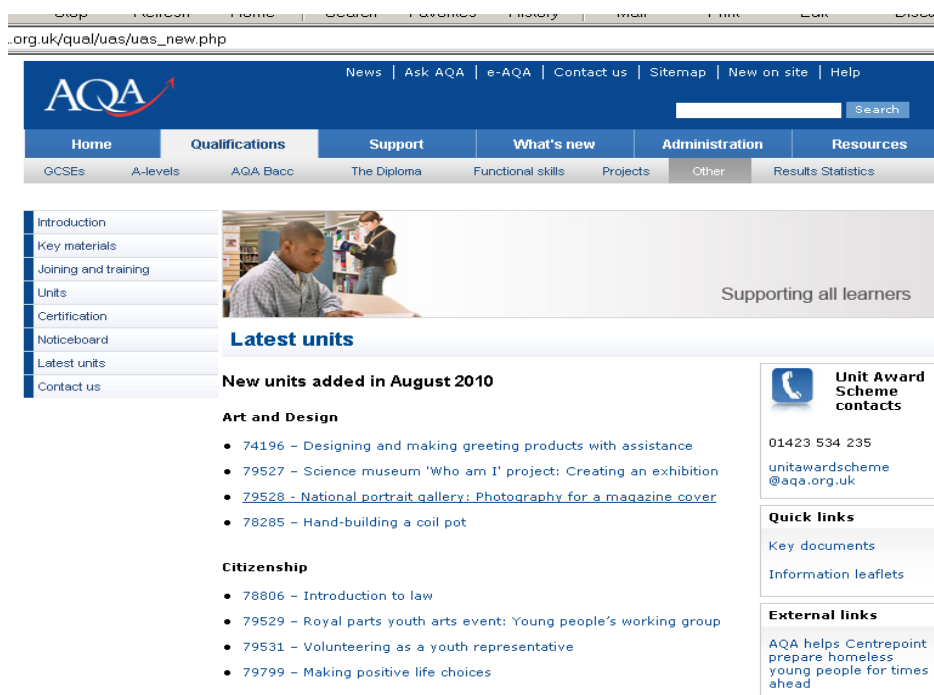
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1. Checking availability of existing units

1. Before you write a unit, you should check what is already available. There are over thirty thousand units already in existence, either written by other centres or by AQA, in a wide variety of subject and topic areas, and for all ability levels.
2. The main sources are shown below.
 - The largest selection of units is accessed through our unit search engine on the UAS pages of the AQA website at aqa.org.uk/qual/uas/uas_units.php



- You can also view the latest units added to the website at aqa.org.uk/qual/uas/uas_new.php



- Units taken from the following AQA specifications are accessed via a dedicated page within the UAS web pages:
 - Entry Level Certificate (unit-based specifications)
 - Personal and Social Education - Entry Level, Level 1 and Level 2

There is also a link to the Level 1 certificate in Modern Foreign Languages (FCSE).

- Units available from other bodies including the Partnership Team (Lancashire) and EQUALS.

Please contact the Unit Award Scheme department for help in accessing units.

3. You can use units as they are, or you can submit new units for validation as minor amendments to existing units.
4. From time to time, old units are withdrawn from use. AQA gives advance notice to centres when a withdrawal of units is going to take place so that there is time for centres to make appropriate arrangements. You should always contact the Unit Award Scheme department if you are unsure whether a unit is valid or not.

2. Writing a unit

1. All units must be submitted in a common format using the web form (see section 13). The common unit format is shown in Appendix 1.
2. AQA makes a charge for new units which are submitted for validation and the current charge is shown in the Operational Fees information on the website under Key Materials at aqa.org.uk/qual/uas/uas_materials.php
3. Use of the web form ensures consistency in the presentation of units, and in the Unit Award Statements which are produced from them. It enables AQA to add new units to the website on a regular basis.
4. All units must conform to the unit writing criteria given in this Guide.

3. Minor amending a unit

1. If you find a unit you want to use, and wish to make a small change to the unit, you can do so by using the Minor Amendment Procedure.
2. Minor amended units must be submitted in a common format using the web form (see section 13).. The common unit format is illustrated in Appendix 1.
3. Minor amended units are free of charge, but amendments must not be substantial or alter the nature of the unit. An example of a minor amendment might be where a centre wants to change the type of evidence and/or assessment technique for a particular outcome, or a word or words within the title, unit description and/or outcomes, eg 'visiting an art gallery' to 'visiting a museum', or 'make a healthy snack and drink' to 'make a healthy snack'.

4. Even if you are making minor amendments to a unit, you must ensure that all sections of the new unit conform to the current unit writing criteria, eg that outcomes are clear and specific, that a level and Notional Learning Time (NLT) are included and that details of itemisation are shown, if appropriate.

4. General points

1. The word 'student' rather than 'young person' or 'learner' must be used throughout. However, the word 'teacher' can be replaced by something like 'tutor', 'trainer' or 'youth worker', if this is more appropriate.
2. Abbreviations should be avoided, unless they are widely understood, eg ICT, UK. If you need to use a less well-known abbreviation, you must state what it means by writing out the meaning in full and then putting the abbreviation in brackets afterwards. You need to do this in the title and unit description, if used here, and the first time it appears in an outcome, if used here.
3. When using 'eg' or 'ie' do not use full stops after the letters, but do insert a comma beforehand. This is an AQA convention.
4. Use 'and' not '&'.
5. Avoid unnecessary use of capital letters, eg '... Mobile Phone ...'.
6. Avoid using the oblique, which is not clear. Use 'and' or 'or'.
7. Avoid using the word 'etc'.

5. Unit Title

1. The title of a unit should be an accurate summary of the unit's content. It must not be ambiguous and must be meaningful on the student's Letter of Credit, where only the title of each unit achieved appears.
2. The title must be no longer than 60 characters, including spaces, and is always in upper case.
3. Definite and indefinite articles, eg 'THE ...' or 'AN ...', should not normally be used to start a title if the title is acceptable without it, but may be used in certain titles where it is needed in order for the title to read appropriately, eg 'THE 2012 LONDON OLYMPIC GAMES'.
4. The title must be clear and unambiguous. For example, it is not clear whether a unit entitled 'INVESTIGATING BORDERS' is a geography unit about the borders of a country, a gardening unit about flower borders, a DIY unit about the use of borders when painting and decorating or even a maths-type unit about the borders of different shapes. However, a title such as INVESTIGATING SEASONAL COLOUR IN A FLOWER BORDER makes it clear that this is a gardening unit.

5. Where a student will progress through a series of units, '(UNIT 1)', '(UNIT 2)' and so forth can be added to a title. It should not be used where units are written as alternatives for students with different abilities. If the '(UNIT X)' format is used, care must be taken in the positioning of the '(UNIT X)' within the title, eg 'PET CARE: RABBITS (UNIT 1)' is used where there are a number of units on rabbits, but 'PET CARE (UNIT 1): RABBITS' is where there are a number of pet care units, the first of which is on rabbits.
6. If a student needs assistance or support to achieve all outcomes within a unit, then this needs to be acknowledged. One way of showing this, if the support applies to all outcomes, is to add a phrase such as 'WITH ASSISTANCE', 'WITH SUPPORT' or 'WITH VERBAL PROMPTS' to the end of the title. If the student is able to complete a number of the outcomes independently, but needs support in order to achieve others, it is clearer to indicate the support in the appropriate outcome rather than in the title (see section 8.15).
7. No reference should be made in the title to an awarding body or level of attainment, however words such as 'BASIC ...' or 'INTRODUCTION TO ...' may be used.

6. Curriculum Area

This must be taken from the recognised list and is used to classify units on the website. Up to three areas can be selected if a unit is cross-curricular. A list of Curriculum Areas to choose from is shown in Appendix 2 and these are all available for you to select from when using the web form.

7. Unit Description

1. The Unit Description must cover WHAT the student will learn and HOW the student will learn. It should be written in full sentences.
2. If appropriate, it should also cover WHERE the student will learn if the learning takes place somewhere other than in a normal 'classroom' environment, eg on a field trip, in a garage workshop.
3. It should not be a repeat of the detail which is in the outcomes. Often one sentence about WHAT will be learnt and one on HOW this will be learnt are sufficient.
4. If you do put detail in the Unit Description, you must ensure that the outcomes cover this, as the Unit Description does not appear on a student's certificate.
5. It should be written in the future tense and the student should be referred to in the singular throughout, ie 'the student' not 'the students', 'he/she' not 'they' and 'his/her' or 'own' not 'their'.
6. If a centre wishes to indicate an association with another programme of study or scheme, eg the National Curriculum, a statement beginning 'This unit is associated with ...' should be used.

8. Outcomes

1. The outcomes will appear on a student's Unit Award Statement as they appear in the unit. Therefore they must be clear, specific and unambiguous and particular attention should be given to punctuation, spelling and grammar. The student should be referred to in the singular, but use of 'he/she' or 'him/her' in this section is best avoided where possible, as the certificates will be awarded to a specific individual.
2. All learning outcomes for which a student is to be given credit must be placed under one or more of the following four stems. Any or all of the stems can be used and re-used, and in any order, but the wording of the stems cannot be changed. A unit does not have to contain all four stems and can contain just one. It depends on the nature of what the student is doing.
3. The four stems are
 - demonstrated the ability to**
to give the student credit for skills and abilities, eg 'play ...;', 'make ...;', 'identify ...;', 'take part in ...;'
 - shown knowledge of**
to give the student credit for knowledge gained during the unit, eg 'at least three items ...;', 'the main features of ...;', 'the names of ...;'
 - acquired an understanding of**
to give the student credit for understanding which goes beyond simple knowledge and requires an explanation, eg 'why ...;', 'the main effects of ...;'
 - experienced**
to give the student credit for experiences he or she has had during the learning, eg 'visiting a ...;', 'listening to a ...;', 'a sensory exploration of ...;'
4. All stems and outcomes must begin with a lower case letter and each outcome must end in a semi-colon, except the last one which must end in a full stop.
5. Outcomes should be numbered consecutively throughout and if sub-sections within outcomes are needed, use (a), (b), (c)
6. Outcomes should follow on grammatically from the appropriate stem. Articles, eg 'the', 'a', should be included where appropriate, eg 'save the document and switch off the computer' rather than 'save document and switch off computer', as this reads much better on a student's certificate.
7. Outcomes must be as clear and specific as possible. This is important for the student, the teacher, the Assessor and anyone reading the student's Unit Award Statement so that they can see exactly what the student has achieved in completing the unit, and the depth and breadth of this achievement.
8. Avoid using 'personal' words like 'you' or 'your', and avoid using 'his/her own' in outcomes when just 'own' will suffice, eg use 'sketch own house' rather than 'sketch your own house' or 'sketch his/her own house'. Also take care with outcomes such as 'describe own involvement in a crime' as it may not be desirable for the student to have outcomes like this included on a certificate. Instead, de-personalise this to something like 'describe how someone might be involved in a crime'.

9. Sometimes it is difficult to know whether an outcome is knowledge or understanding and you need to decide what you expect of your students in terms of whether a brief summary is needed, or more of an explanation of reasons or causes. It may be useful to compare a knowledge outcome such as 'at least three items which can be recycled in own locality' with an understanding outcome such as 'at least two reasons why recycling is important'. The latter requires some explanation whereas the former requires brief factual information.
10. Another dilemma which you may face is whether to put an outcome under the ability stem, or under the experienced stem, or both. Again, it depends on what is expected of the student in terms of the active 'higher level' skills or abilities that may be being shown compared to a student just being present during an activity. An example of this is an ability outcome such as 'take part in a discussion about the causes of religious conflict', where every student achieving the outcome must actively participate in the discussion, compared to an experienced outcome 'taking part in a discussion about ...' where the student is not required to participate actively.
11. You should also avoid including a similar outcome under both the ability and experienced stems if the ability stem alone will give the student appropriate credit, eg '*demonstrated the ability to ... take part in a game of badminton;*' and '*experienced ... playing a game of badminton;*'. The latter is not needed.
12. It is essential that the minimum required to achieve an outcome is clear. Vague terms such as 'some', 'a variety of' or 'a range of' should be avoided. Each outcome must be worded in such a way that it is clear exactly what and how much the student will have to do to achieve the outcome. For example, '*shown knowledge of ... at least x physical features of the Lake District National Park;*' is much clearer than '*shown knowledge of ... some features of the Lake District National Park;*' and '*demonstrated the ability to ... make a list of at least x of own achievements in voluntary work;*' is much clearer than '*demonstrated the ability to ... make a list of a variety of own achievements;*'. As an alternative to using minimum numbers, make the outcome clearer by specific reference to what the student is actually doing by using '*..., including ...;*' or '*..., ie ...;*'.
13. Providing examples can help to give an idea of what is intended, but may not always help with ensuring that the minimum success criterion is clear. For example 'sort the dirty washing into piles, eg whites, woollens;' would be clearer as 'sort the washing into at least three piles, eg whites, woollens, colours;'. It is then absolutely clear what the student has to do to achieve the outcome.
14. Ensure that the student is given full credit for his/her achievements, eg for any research and/or planning, background knowledge or visits undertaken.
15. If a student cannot achieve an outcome independently, and requires some form of support to achieve it, then this needs to be acknowledged either in the title of the unit, if the support is needed to achieve all outcomes, or in the specific outcomes to which it applies, eg '*demonstrated the ability to ... brush own hair with assistance.*' (See section 5.6).

16. Use words, rather than numerals, for numbers within outcomes, eg 'at least six ...'. However, for certain types of outcomes, it is acceptable to use numbers, eg maths outcomes like 'calculate 50% of £350;' and 'sort a selection of coins into 1p, 2p, 5p, 10p, 20p and 50p piles;'.
17. If the outcomes are clear in terms of their requirements, then this will make it much easier to allocate a level to the unit.

9. Evidence

The evidence given in a unit shows what must be provided as proof that the student has successfully achieved each outcome. Appropriate evidence must be stipulated in relation to every outcome. This is done by indicating the outcome number(s) in brackets after each piece of evidence, eg for a unit with six outcomes, the evidence might be

Student completed worksheets (1-3)

Student's graph (4)

Teacher completed checklist (5,6)

9.1 Types of evidence

1. There are two main types of evidence:
 - that produced by the student, eg student's written work, student completed worksheets, student produced artefact
 - that supplied by the teacher, eg a teacher completed checklist, a teacher written record.
2. It must always be stated who has produced or generated the evidence, eg 'Student's ...', 'Teacher ...'.
3. The evidence should be specific, avoiding the general term 'Student's work' as it is not clear what the 'work' evidence is. For example, for an outcome '4. draw a map showing at least five tourist attractions in ...;' the evidence should be 'Student produced map (4)' not 'Student's work (4)'.
4. Student produced evidence should be specified where an outcome generates it, eg for an outcome 'create a short booklet about ...;' it would be expected that the student's booklet would be evidence rather than a teacher completed checklist. This remains true even if evidence cannot be retained for external assessment/monitoring, eg student prepared meal, or cannot realistically be posted, eg student built brick wall. When it comes to supplying evidence for the AQA Assessor, photographs of this type of evidence are acceptable.
5. If a teacher completed checklist is specified as evidence rather than, for example, student's written work, it must be appreciated that the teacher will have to have individual (ie one-to-one) discussions with each student. Only by doing this will a teacher be certain that each student has the required information, knowledge or understanding. A date would then be put on the checklist when each discussion has taken place, showing that the student has achieved the outcome.

9.2 Appropriateness of evidence

1. Always consider the appropriateness of the evidence and whether it will fully show that a student has achieved an outcome. If an outcome states that a student will have '*demonstrated the ability to ... work following appropriate safety procedures;*', a student produced list of safety procedures would not be appropriate evidence, as it would show that the student knew them but not that they had necessarily been followed. Similarly, a still photograph of the student at work would not in itself confirm that safety procedures had all been adhered to.
2. Video, taped or photographic evidence can be appropriate for certain outcomes, but caution should be exercised before specifying it because
 - there is always the possibility of the equipment needed to produce the evidence not working or not being available on the day;
 - if you have a large number of students, you would have to produce the required evidence for all of them and ensure that each student is identifiable.

It is therefore often advisable to have a dated checklist or a teacher written record as evidence instead of, or at least as an alternative to, this kind of evidence.

3. Student completed tests are rarely specified as evidence as, if used, students would need to show in their answers full achievement of all the outcomes to which the test relates. Even if a high mark was gained, the student may still fail to demonstrate achievement of one of the outcomes and therefore cannot achieve the unit. You could, however, give the student credit for the experience of taking part in a test.
4. When specifying student written work or notes as evidence, bear in mind that this must reflect individual achievement. Copied work is therefore not normally acceptable, although selective copying can evidence an ability to extract material or carry out research.
5. Where an outcome refers to an individual's contribution to a group activity, eg 'participate as a member of a group to produce a leaflet about ...;' it is important that evidence is provided of the individual's contribution to the group activity. The leaflet itself would not provide appropriate evidence, unless it was highlighted or annotated in some way to show each student's individual contribution, but a teacher checklist which focused on each student's skills in producing the leaflet would provide suitable evidence. The checklist is usually the most appropriate and straightforward form of evidence where the student is working as a member of a group, eg in taking part in or contributing to a group discussion, working with others to ..., organising others to

9.3 Alternative and additional evidence

1. If you do not wish to commit to offering one type of evidence rather than another, alternatives may be specified. This gives more flexibility where students with different abilities may produce different evidence, eg 'Student completed worksheet or written notes (3)' (where some students may need more prompting in the form of a structured worksheet to complete outcomes) or 'Student written work or teacher completed checklist (6)' (where some students may not be able to provide written evidence, but can provide oral evidence).

2. Where possible keep the evidence as simple and straightforward as you can, avoiding duplication unless this is necessary. For example, for an outcome 'write a poem of at least six lines;' the student's written poem will suffice as evidence. Only if the outcome was something like 'read a short verse and write own short poem in the same style;' would a teacher checklist be needed in addition to the written work, to cover the 'read ...;' element of the outcome.

9.4 Teacher supplied evidence – Teacher written record

A teacher written record is a statement which outlines briefly what a student has said or done to demonstrate achievement of an outcome. For example, if an outcome requires the student to contribute an idea to a planning activity, the teacher would need to indicate the idea contributed, not simply say that the student had contributed an idea.

9.5 Teacher supplied evidence – Teacher completed checklist

1. A teacher completed checklist is the easiest way of providing evidence for an outcome which is assessed by observation or by discussion, and a date must be recorded on the checklist to show when the outcome was achieved.
2. If the outcome is straightforward, or is an 'experienced' outcome or an outcome which contains specified elements which will be achieved on the same occasion, often a single date written on the checklist by the teacher, when that outcome was achieved, will suffice.
3. However, for more complex outcomes which are assessed by observation or discussion, where the outcome will be achieved through a series of steps which are not specified in the outcome itself, eg 'conduct an experiment to investigate ...;' or where an outcome contains two or more specific elements which will not necessarily be achieved on the same occasion, eg 'explain at least three causes of ...;' or 'take part in two high level mountain walks;', then use of an itemised checklist, dated to show when each 'part' was achieved, will be necessary.
4. You must specify how the checklist is to be itemised for an outcome or outcomes by giving details in the Evidence section. Below is an example of how this should be done. An example is also given in Appendix 1.

A 'shown knowledge of' outcome:

4. at least four dangers of misusing drugs;

will be assessed by discussion and evidenced by an itemised checklist. The Evidence section will need to specify the details of how the checklist will be itemised and will be laid out as follows:

Teacher completed checklist (1-4), itemised (4)

For outcome 4 checklist to be itemised into 4 parts to show that 4 dangers have been identified

5. Further guidance on the use of checklists and itemised checklists, and how itemisation should be shown on a unit, can be found in the leaflet entitled *Secondary Evidence: Teacher Completed Checklists and Written Records* which is sent to all centres upon registration and is also available on the website.

10. Levels

1. Levels have to be assigned to units by comparing the outcomes and evidence stated on the unit with the level descriptors, using a 'best fit' approach. We currently use the QCF level descriptors given in Appendix 3.
2. The level should be shown as 'Pre-Entry', 'Entry', 'Level 1', 'Level 2' or 'Level 3' and no account should be taken of the fact that some students may work at a higher level than the unit requires.
3. Any divisions within these levels are not needed for Unit Award Scheme purposes and should not be shown.
4. There are no formal level descriptors shown for 'Pre-Entry' so centres need to make a judgement about whether the outcomes are below National Curriculum level 1. The degree of assistance given may have implications for the level assigned.
5. It is anticipated that units written at level 2 and above should include more than just checklist evidence; there should be some student produced work available as evidence, eg student written work. Units of a practical nature might, for example, include a student written evaluation.

11. Notional Learning Time

1. Notional learning time (NLT) is the estimated length of time it will take, on average, for a student to achieve the outcomes. Individual students may take less or more time to complete the unit.
2. It includes not only timetabled hours, but also related personal activity, study or research and assessment. It should be specified in 10 hour blocks as follows: '10 hours', '20 hours', '30 hours', or 'less than 10 hours' where a unit is very short.

12. Procedures for Making and Recording Assessments

1. The Procedures for Making and Recording Assessments consist of two parts. The first part must state who is assessing and what technique(s) will be used to assess each outcome. The second part is always the standard sentence covering where the assessment(s) is formally recorded 'All assessments recorded on an AQA Summary Sheet'.
2. The Procedures section must begin 'Assessed by the teacher ... (or by the tutor, the trainer, the youth worker ...) or something like 'Assessed by the teaching assistant, verified by the teacher, ...' if another appropriate adult is assessing.

3. The sentence must then continue with the assessment technique(s) which will be used to assess each outcome and this will depend on what the evidence is. The following assessment techniques may be used.

Inspection

Used for outcomes where the student has produced tangible evidence, eg written work, worksheets, an artefact.

Observation

Used for outcomes involving tasks or activities which are evidenced through use of a teacher completed checklist or a teacher written record, eg take part in a discussion, play the position of goalkeeper in a game of football, play a simple melody on a keyboard. Often the assessment technique of observation will include listening, so only the former is needed.

Discussion or Communication

Used for outcomes requiring knowledge or understanding or another achievement which are evidenced through the use of a teacher completed checklist or a teacher written record. One-to-one discussion or communication, eg use of sign language, with each student is necessary for the outcome to be assessed, eg how to treat a minor cut or graze, at least two causes of the Second World War, identify the main points on a compass, state which type of drink is preferred.

Listening

Used for outcomes involving a student's performance or oral work, eg sing a nursery rhyme, state two facts about the weather in French.

4. The assessment technique(s) should be decided according to what is appropriate in relation to each outcome and its evidence and then written in the following way

'Assessed by the teacher by observation (1,2,6), inspection or discussion (3) and inspection (4,5). All assessments recorded on an AQA Summary Sheet.'

This example would be appropriate for a unit which had a teacher checklist as evidence for outcomes 1, 2 and 6, which were skills, student's written work or a teacher checklist for outcome 3, which required knowledge, and primary evidence such as student's graphs, maps or diagrams for outcomes 4 and 5.

5. When knowledge and/or understanding outcomes are evidenced on a teacher checklist, one-to-one discussion with each student, to ascertain that each has the required knowledge or understanding, is normally needed, instead of, or as well as, the technique of observation.
6. Where a checklist or written record is used as evidence of the student taking part in a group discussion, the technique for assessing would normally be observation and not discussion.
7. As with the evidence, keep the assessment techniques as simple and straightforward as possible, by addressing the 'who' will be assessing and 'how' questions. Avoid the use of 'catch-all' references, for example observation and discussion for all outcomes, unless each and every outcome is to be assessed by both techniques.

13. Submitting units for validation

1. You must use the web form when writing and submitting all new or amended units to AQA for validation. The units must be carefully pre-validated in your centre before being submitted to AQA and submission must be with the knowledge and approval of the Co-ordinator. The units must represent a challenging and worthwhile learning experience.
2. The 'live' web form can be found in the document 'Instructions for using the web form' on the UAS page of the AQA website under Key materials - aqa.org.uk/qual/uas/FLYER_INSTRUCTIONS.PDF . Follow the instructions given (see Appendix 4). If you experience any problems, please let us know. If you do not have Microsoft Outlook, you will need to contact us.

A screen shot of the web form is given below.

The screenshot shows a PDF document titled 'UAS-FORM.pdf - Adobe Reader'. The document content is as follows:

AQA
Unit Award Scheme
Submission of Unit for Validation

New Unit – The centre accepts that a charge will be made by AQA for considering each new unit submitted (Please tick)

Unit submitted under the Minor Amendment Procedure.
Original Unit Code

Centre No

Centre Name

Unit Title

Curriculum Area 1

Curriculum Area 2

Curriculum Area 3

Unit Description

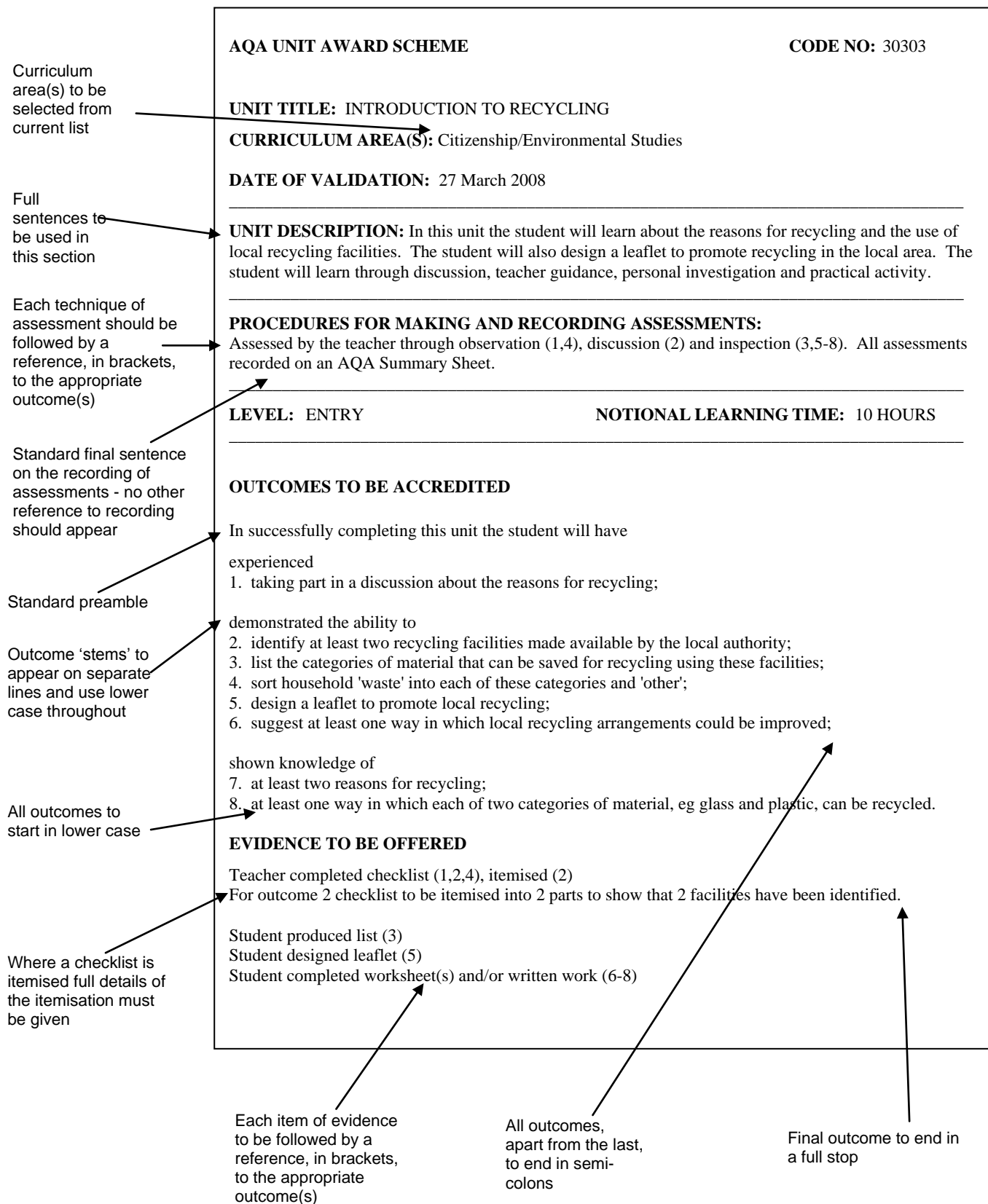
The screenshot also shows the Adobe Reader interface with a menu bar (File, Edit, View, Document, Tools, Window, Help), a toolbar (Print, Collaborate, Create Adobe PDF Using Acrobat.com, Previous Page, Next Page, Zoom Out, Zoom In, 133%, Scrolling Pages, One Full Page, Find), and a Windows taskbar at the bottom with icons for Start, Internet Explorer, 2010 Guidelines, Microsoft Office, Units by we..., UAS-FOR..., and a clock showing 3:47 PM.

3. Please remember to tick the appropriate box stating whether the unit is a brand new unit or a minor amended unit. If the latter, please also give the code of the original unit in the box provided.

4. Centres are asked to give the names of the members of their pre-validating committee when they join the Scheme. At any pre-validation meeting, the unit writer should be present, together with the UAS Co-ordinator and preferably a representative with responsibility for the curriculum and assessment or some other appropriate person(s). For Local Authority or Consortium-supported centres, this pre-validation might be carried out by another committee established for this purpose. The committee should look at a unit to be submitted to ensure that it represents an educationally valid and worthwhile experience and should check it against the unit writing criteria. Spelling, punctuation and grammar should be carefully checked as wording which will appear on a student's certificate will be taken directly from the unit, once it is validated. Any problems with the unit identified by the pre-validating committee should be addressed.
5. A checklist for unit writers and pre-validating committees is on the disk which is sent to all centres upon registration in the Scheme.
6. When accepted by the committee and approved by the Co-ordinator, the unit should be submitted to AQA via the web form.
7. You cannot save the web form so please take a copy of the unit before it is submitted.
8. When you submit the unit, and the automatic e-mail is generated to the UAS, please put the title of the unit in the subject field of your e-mail.
9. On receipt of the new unit, AQA will allocate a unique code to the unit and it will then be considered against the unit writing criteria by an AQA Scrutineer. The Scrutineer will complete a report for the centre on each unit, either confirming that the unit meets the criteria and recommending that it should be validated, or suggesting that the unit needs further amendment(s). Full details about the required amendments, with suggestions or recommendations as to how this could be done, will be included in the report. The report, together with the web form, will be e-mailed to you.
10. Where clarification of a comment is required or you disagree with any of the comments made, you should contact AQA. Once the necessary amendments have been made, the unit can be resubmitted using the web form.
11. If you are minor amending an existing unit, AQA staff will scrutinise the new unit, looking at the original version and making sure the new unit has been brought up to date in other ways if needed, eg details of itemisation given, current terminology used.
12. AQA will e-mail the Co-ordinator a copy of the unit when it is validated, and will make the necessary amendments if they are all minor and straightforward, eg missing punctuation. No unit can be assessed until validation has been confirmed by AQA.
13. Newly validated units will be automatically added to a centre's unit choices and will be added to the bank of units on the website.

14. Unit writing training

Half day training meetings for unit writers are held each year in the autumn and spring terms in various locations throughout the country. Details of the meetings are sent to Co-ordinators beforehand and there is a charge for the training.



LIST OF CURRICULUM AREAS

Appendix 2

When writing a new unit, a centre, LA or Consortium must allocate it to one or more of the following areas.

In many cases, one curriculum area only will be specified, but **units may be assigned to a maximum of three appropriate areas.**

Agriculture and Horticulture	Hospitality and Catering
Art and Design	Information and Communication Technology
Biology/Human Biology	Italian
Business	Key Skills: Application of Number
Chemistry	Key Skills: Communication
Citizenship	Key Skills: Improving own Learning and Performance
Classics	Key Skills: ICT
Construction and the Built Environment	Key Skills: Problem Solving
Craft Skills	Key Skills: Working with Others
Cultural Studies	Law
D & T: Electronic Products	Leisure and Recreation
D & T: Food Technology	Life Skills
D & T: Graphic Products	Literacy
D & T: Product Design	Manufacturing
D & T: Resistant Materials	Mathematics
D & T: Systems and Control	Media Studies
D & T: Textiles Technology	Modern Foreign Languages (Other)
Drama and Theatre Studies	Motor Vehicle Studies
Economics	Music
Electronics	Music Technology
Engineering	Numeracy
English	Outdoor Education
English as a Second Language	Performing Arts
English Literature	Personal, Social and Health Education
Environmental Studies	Philosophy
Fashion	Physical Education and Sport
French	Physics
Geography	Professional Development
Geology	Psychology
German	Religious Studies
Hair, Beauty and Complementary Therapies	Science
Health and Safety	Sociology
Health and Social Care	Spanish
History	Thinking Skills
Home Economics: Child Development	Travel and Tourism
Home Economics: Food and Nutrition	Welsh
Home Economics: Textiles	Work Related Learning
Home Maintenance	

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Entry level *	Entry 1 recognises progress along a continuum that ranges from the most elementary of achievements to beginning to make use of skills, knowledge or understanding that relate to the immediate environment.			
	Achievement at Entry 2 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance	<p>Use knowledge or understanding to carry out simple, familiar activities</p> <p>Know the steps needed to complete simple activities</p>	<p>Carry out simple, familiar tasks and activities</p> <p>Follow instructions or use rehearsed steps to complete tasks and activities</p>	<p>With appropriate guidance begin to take some responsibility for the outcomes of simple activities</p> <p>Actively participate in simple and familiar activities</p>
	Achievement at Entry 3 reflects the ability to make use of skills, knowledge and understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed	<p>Use knowledge or understanding to carry out structured tasks and activities in familiar contexts</p> <p>Know and understand the steps needed to complete structured tasks and activities in familiar contexts</p>	<p>Carry out structured tasks and activities in familiar contexts</p> <p>Be aware of the consequences of actions for self and others</p>	<p>With appropriate guidance take responsibility for the outcomes of structured activities</p> <p>Actively participate in activities in familiar contexts</p>
Level 1	Achievement at level 1 reflects the ability to use relevant knowledge, skills and procedures to complete routine tasks. It includes responsibility for completing tasks and procedures subject to direction or guidance	<p>Use knowledge of facts, procedures and ideas to complete well-defined, routine tasks</p> <p>Be aware of information relevant to the area of study or work</p>	<p>Complete well-defined routine tasks</p> <p>Use relevant skills and procedures</p> <p>Select and use relevant information</p> <p>Identify whether actions have been effective</p>	Take responsibility for completing tasks and procedures subject to direction or guidance as needed

* NB Although the descriptors break down Entry level into Entry 1, Entry 2 and Entry 3, for Unit Award Scheme purposes, just Entry level is used

Level	Summary	Knowledge and understanding	Application and action	Autonomy and accountability
Level 2	Achievement at level 2 reflects the ability to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. It includes taking responsibility for completing tasks and procedures and exercising autonomy and judgement subject to overall direction or guidance.	<p>Use understanding of facts, procedures and ideas to complete well-defined tasks and address straightforward problems</p> <p>Interpret relevant information and ideas</p> <p>Be aware of the types of information that are relevant to the area of study or work</p>	<p>Complete well-defined, generally routine tasks and address straightforward problems</p> <p>Select and use relevant skills and procedures</p> <p>Identify, gather and use relevant information to inform actions</p> <p>Identify how effective actions have been</p>	<p>Take responsibility for completing tasks and procedures</p> <p>Exercise autonomy and judgement subject to overall direction or guidance</p>
Level 3	Achievement at level 3 reflects the ability to identify and use relevant understanding, methods and skills to complete tasks and address problems that, while well defined, have a measure of complexity. It includes taking responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters. It also reflects awareness of different perspectives or approaches within an area of study or work.	<p>Use factual, procedural and theoretical understanding to complete tasks and address problems that, while well defined, may be complex and non-routine</p> <p>Interpret and evaluate relevant information and ideas</p> <p>Be aware of the nature of the area of study or work</p> <p>Have awareness of different perspectives or approaches within the area of study or work</p>	<p>Address problems that, while well defined, may be complex and non-routine</p> <p>Identify, select and use appropriate skills, methods and procedures</p> <p>Use appropriate investigation to inform actions</p> <p>Review how effective methods and actions have been</p>	<p>Take responsibility for initiating and completing tasks and procedures, including, where relevant, responsibility for supervising or guiding others</p> <p>Exercise autonomy and judgement within limited parameters</p>

SUBMITTING NEW AND MINOR AMENDMENT UNITS FOR VALIDATION

If you are writing a new unit or making a minor amendment to an existing unit and wish to submit the unit for validation you must now use the web form. In order to use the form you must have Microsoft Outlook. The following link will take you there:

<http://store.aqa.org.uk/qual/uas/UAS-FORM.PDF>

1. Save a copy of the blank form onto your computer or shared area.
2. These instructions will help you complete the form.
 - (a) **EITHER**
Click in the circle next to *New Unit* if the unit you are submitting is a new unit and tick the box to accept a charge will be made for the unit.
OR
Click in the circle next to *Unit submitted under the Minor Amendment Procedure* and put the code number of the **original** unit in the box.
 - (b) Insert your Centre No and Centre Name.
 - (c) Complete the proposed Unit Title.
 - (d) Select Curriculum Area 1 from the drop down menu. If the unit is cross-curricular you may also select Areas from the menus for Curriculum Areas 2 and 3.
 - (e) Complete the Unit Description and Procedures sections. The text is limited to the size of the boxes for these two sections. Please type text continuously (in one paragraph) without using your return key.
 - (f) Select the Level and Notional Learning Time from the drop down menus.
 - (g) In the Outcomes section, select your stem from the drop down menu and type the outcomes for that stem in the box below. When numbering the outcomes, please use the following format, 1. (the numeral followed by a full-stop and one space before the outcome itself). Use the format ', eg' or ', ie' when using these abbreviations. Further stems and outcomes can be completed in the same way.
 - (h) Complete the Evidence to be Offered section.
 - (i) Tick the box to confirm that the unit has been pre-validated and is submitted with the knowledge and approval of the Centre Co-ordinator.
 - (j) Check the unit for spelling and punctuation.
3. It is not possible to save the web form so please print out a copy of the unit for your records.
4. Press the Submit button and the data will attach itself to an e-mail to the Unit Award Scheme department. Please put the title of the unit in the subject line of the e-mail. Ensure that your centre name, centre number and own name are added to the e-mail and then press Send. Your e-mail will be acknowledged within 24 hours. If you do not receive an acknowledgement please contact us on 01423 534312.
5. Once the unit has been scrutinised you will receive a Scrutineer's Report together with the original web form by e-mail. You can then amend this version of the web form following the Report. Once you have amended the web form in line with the Scrutineer's recommendations, follow 3. and 4. above to return the unit to us.
6. When the unit has been validated, an electronic version of it will be e-mailed to you.

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