

# Unit Award Scheme

## Unit writing checklist

Please use this form to check that each newly written/amended unit meets the UAS unit writing criteria before submitting it for validation.

Formatting issues and general clerical check	Page no (unit writing guide)	Yes/No
Is the title in capital letters?	6	
Has the '(UNIT 1)' convention for a series of units been followed, eg LOOKING AFTER PETS (UNIT 1)?	6	
Do outcome numbers have full stops after the number, eg 1. (Rather than 1)?		
Are the outcomes consecutively numbered?	7	
Have consecutive outcomes that flow from the same stem been placed in one box under that stem and are they numbered within the box?  (New boxes should only have been started when a new stem is required.)	7	
Is the evidence correctly presented without numbering?	9	
Is there separate evidence for each outcome?	10	
Is the evidence listed from the three available options only, ie summary sheets, student completed work or photograph(s)?	9	
Does the first letter of 'Summary sheet', 'Student completed work' or 'Photographs(s)' in the evidence section start with a capital letter?	9	
Does each outcome start with a lowercase letter?	7	
Does only the last outcome end with a full stop?	5	
Has 'and' (rather than '&') been used where appropriate?	5	
Has the correct format for 'eg/ie' (without full stops) been used: ..., eg ...?	5	

Has the correct format for numbers within outcomes been used, ie words for numbers one to nine and numerals for 10 onwards.  NB the exception is for maths-type units where £2, 5% etc is acceptable.	8	
Has the correct convention, where applicable, for less common abbreviations been used, ie the full phrase appearing first followed by the abbreviation in brackets, eg Respiratory Protective Equipment (RPE)?  Common/widely used abbreviations like UK and ICT are acceptable.	5	
Have articles 'a' and/or 'the' been used throughout, eg 'put <b>a</b> bridle on <b>the</b> horse'?	5	
Do outcomes follow on grammatically from their stems?	7	
Have non-gender specific words such as 'they', 'their' and 'themselves' been used rather than gender specific ones such as 'his/her' and 'himself/herself'?	7	
Have words such as 'own' and 'oneself' been used rather than personal words like 'you', 'your' or 'yourself'?	7	
Is the context of the outcomes clear, eg 'take part in a discussion <b>about climate change</b> '?	7	
Are all the outcomes specific in terms of the minimum or maximum criteria to be met?  Do not use words like 'etc', 'some' or 'a range of', as they aren't clear enough, eg: <ul style="list-style-type: none"> <li>• 'draw <del>a range of</del> sketches' ... <i>change to</i> ... 'draw at least three sketches.'</li> <li>• 'give reasons for recycling' ... <i>change to</i> ... 'give one reason for recycling.'</li> </ul>	7	
Was the correct level applied to the unit?	12	
<b>Further comments/information:</b>		

*This checklist is also available in the documents section in Gateway*