

## Unit standardisation points – January 2014

Unit	Standardisation point
LO	The full unit specification states that ‘the learner will’ for example, ‘be able to...’ It is important to remember the link between this pre-statement of ‘the learner will’ and each of the unit learning outcomes. This will ensure that the learner’s outcome of learning is within the identified context.
AC	The full unit specification states that ‘the learner can’ for example, ‘take part in...’ It is important to remember the link between this pre-statement of ‘the learner can’ and the assessment criteria. The evidence of what and how the learner has achieved for the assessment criteria is within the identified context of the assessment criteria. The evidence is therefore a reflection of what the <i>learner can do</i> and not what the assessor has done or is going to do.
A02	AC 1.1 The evidence required must reflect <i>more than one</i> creative activity - (activities) and that the creative activities are ‘new’ to the learner.
A03	Centres are advised to consider the examples in the full unit specifications for this unit.  AC1.1 The evidence must show <i>how</i> and <i>what</i> the learner has contributed in preparing the work for display. This is not creating the work but the preparation for displaying the work.
A04	AC 2.1 The candidate must identify the main resources and cannot be given these (for example within a set of instructions).
B11	LO 1 and AC’s 1.1 to AC 1.4 The AC’s are linked under the Learning Outcome, therefore it is expected that the evidence would follow through from the reading of one text, as read in AC 1.1.
B12	Centres must ensure differentiation between <i>asking questions</i> and <i>making a request</i> . The questions and requests must also be in everyday situations as stated in the unit purpose and aim.  AC1.1 This assessment criteria is focussing on the learner asking questions – plural therefore more than one question.  AC2.1 This assessment criteria is focussing on the learner making requests.
B13	AC 2.1/2.2 Centres sometimes disassociate the assessment criteria from the Learning Outcome. The Learning Outcome states that ‘The Learner will: be able to correct written work’ an in the AC ‘The Learner can: Review written work ...’  The evidence must support <i>how</i> the candidate reviewed their work and <i>what</i> changes or amendments they made.

B15	The evidence for each assessment criteria must show what the <i>individual</i> learner has completed or achieved.
B18	<p>This unit, as stated in the 'Unit purpose and aim', provides learners with the opportunity to demonstrate their ability in asking questions, the evidence should therefore <i>not be paper based</i> and ideally the situations should be real life situations.</p> <p>It is acceptable for learners to undertake role-play situations for AC 1.1 and 2.1 (where they ask for information / make a request for information in a familiar situation). It is <b>not</b> acceptable for learners to undertake role-play situations for AC 1.2 and 2.2 (where they ask for information needed / request information or an item needed in an unfamiliar situation). This is because a role-play situation cannot allow for learners to meet AC relating to unfamiliar situations.</p>
B19	<p>AC 2.1/2.2 Centres sometimes disassociate the assessment criteria from the Learning Outcome. The Learning Outcome states that 'The Learner will: be able to review information for accuracy' and in the AC 'The Learner can: Review the information provided for accuracy...'</p> <p>The evidence must support <i>how</i> the candidate reviewed their work and <i>what</i> changes or amendments they made</p> <p>Ideally centres provide a first draft and final draft form. If only one form is provided then the changes or amends must be made clear.</p>
C02	Centres must provide evidence which meets the plurals here for <i>communities</i> and <i>facilities</i> .
D01	The planning and preparing of a simple meal are linked through the two Learning Outcomes; therefore one would expect one meal followed through each of the assessment criteria rather than separate meals for each LO. A meal is 'a portion of food eaten at one time to satisfy an appetite', it must therefore be a <i>meal</i> rather than cakes and the like which constitute snacks and are eaten between meals.
D03	<p>Centres sometimes do not distinguish between locating different shops in AC 1.1 and locating items in different shops in AC1.2.</p> <p>AC 1.1 The shops must be <i>different</i>, different shops within for example a shopping mall or precinct would be different but different areas within one supermarket would not be different shops. In making a purchase, would the shopper leave the shop with a differently named bag, this would indicate a different shop.</p> <p>AC 1.2 The requirement is not only for <i>different items</i> but that these are located in <i>different shops</i>.</p>
D09	A snack is 'a light meal – food eaten between regular meals'. It is therefore not a meal.
D10	<p>Centres sometimes do not differentiate clearly between a recipe, instructions and equipment – they must be evidenced clearly as each has its own function.</p> <p>AC 1.1 Evidence must show how/what recipe the learner has identified.</p> <p>AC 2.1 Evidence which states that the learner has used ingredients does not provide evidence of <i>how</i> and <i>what</i> they have organised.</p>

	AC 2.2 Evidence which states that the learner has used equipment does not provide evidence of <i>how</i> and what <i>they</i> have organised.
D16	AC1.1 Centres who provide evidence to show that learners have visited a shop to purchase ingredients (often as a group) need to ensure it is clear <i>what the learner</i> has selected, to evidence that 'The learner can: Select the correct ingredients for basic dishes'. There must also be evidence of <i>more than one dish</i> .
E02	The adverb 'appropriately' is sometimes forgotten and disassociated with the rest of the AC. AC 2.3 <i>How</i> has the learner used the tools safely and effectively? AC 4.1 <i>How</i> has the learner stored equipment appropriately? AC 5.1 <i>How</i> has the learner disposed of plant debris appropriately?
F05	AC 2.1 It must be clear what has been <i>changed</i> in the creative composition.
F12	AC 3.1 The evidence for must show that the learner has operated an ICT system in a <i>safe way</i> , therefore <i>what</i> has the learner done to ensure this? AC 3.2 The evidence must show <i>how</i> the learner has used passwords and therefore <i>kept them secure</i> .
F14	L02 - AC 2.1/2.2 Centres sometimes disassociate the assessment criteria from the Learning Outcome. The Learning Outcome states that 'The Learner will: be able to make changes to the document' and in the AC 'The Learner can: Review the document for a) sense and b) accuracy and the make necessary changes'. The evidence must support <i>how</i> the candidate reviewed their work and <i>what</i> changes or amendments they made
F15	Centres must evidence that the 'Learner can: identify the required information. Assessors may set/provide the task, but learners must <i>identify</i> the information required.
F16	AC 2.1 Centre evidence will often state that the learner has kept for example, a password secure, but <i>what</i> did the learner do to achieve this?
J05	AC 1.1 Centre evidence will often state that the learner has identified different money for example, a pound coin, twenty pence coin but the requirement is to identify <i>money from other items</i> . Centres may sometimes need to consider the appropriateness of this unit for some learners.
J08	The collecting and presenting of numerical information runs through the three Learning Outcomes. Therefore they should be treated as one activity so learners agree/collect/present and make an observation <i>on the one data set</i> .
J12	AC2.1 Centres will sometimes require the learner to add rounded amounts of money and then state that this is the estimated amount but this does not meet the LO 'Be able to estimate total cost by adding...' The evidence must support the skill of <i>estimation</i> and not adding.

	AC3.2 /AC4.2 Although the AC's refer to the plural 'calculations', only <i>one</i> calculation relating to AC 3.1/AC4.1 is expected (the Assessment Criteria relates as always to the Learning Outcome). Please see the Assessment section of the full unit specification which states a 'holistic approach' and the 'assessment criteria evidenced from one activity.'
J13	AC 1.1 and AC 2.1 The assessment criteria require the learner to work with <i>whole numbers</i> . The assessment criteria is therefore not about, for example, money where there are decimal places eg £24.99.
L01	AC 1.2 The evidence must be specific in explaining <i>how</i> the learner worked collaboratively with others, rather than just stating that they did. What did they do that was <i>collaborative work</i> with other?  AC 2.1 The evidence must explain how the role was carried out with focus and commitment; it must not be just a restatement of the AC wording.
M11	AC 1.1 The assessment criteria are regarding 'strengths' that other people have, there must evidence of more than one person and more than one strength for each person. As identified by the plurals.  AC 2.1 The assessment criteria are regarding 'strengths when interacting with others' – these are <i>interpersonal</i> strengths as identified in the unit title. This is therefore not about the ability to spell or use the computer.
M14	The two Learning Outcomes must be linked. The learner identifies a problem and identifies a way of tackling the problem/tackles that same problem. The problem will also be <i>learner specific</i> and an <i>everyday problem</i> . This is therefore not a whole group problem but individual to the individual learner as described in the 'Unit purpose and aim'.
M25	AC 3.1 The assessment criteria requires that the learner can use examples to show <i>how</i> peer pressure works, it is not just about recording examples of peer pressure.  AC 4.1 Evidence where learners for example, list types of illnesses under the two categories of physical and mental illness is acceptable. The learner shows understanding of the two different types of illness.
M27	There must be a clear difference between LO1 the candidate's <i>understanding</i> of what is needed to lead a healthy lifestyle and L02 the <i>demonstration</i> of how they contributed to such.  AC1.1 - the AC is regarding healthy lifestyle not just diet.  AC1.2 - the AC is regarding appropriate activities and improvement in lifestyle not just changes to make you healthier  AC2.1 - the AC is regarding 'activities' a plural, not a singular activity.
M30	The unit is clearly about <i>learners managing their own money</i> . If a centre submits evidence which states that 'xxxxxx does not manage his/her own finances as he/she does not feel capable, these are handled by her sister' then the centre should not be entering the learner for this unit.

M32	AC 1.3 The learner <i>must travel</i> to the unfamiliar destination; a planning activity focused on what the learner might do for an unfamiliar journey does not evidence the AC.
M33	AC2.3 Evidence must show that learners have made a journey; a paper based activity is not acceptable here.
N01	The learner evidence must reflect following instructions in the workplace, this may be within the learner's learning environment, but they must reflect a <i>workplace</i> within that environment.
N05	AC1.1 The learner evidence must show that the learner has identified both their own skills and their qualities. In order to identify their skills and qualities there will therefore be an understanding of the <i>differentiation between skills and qualities</i> .
N06	AC1.1 The AC requirement is that in undertaking the routine tasks at work, the <i>tasks are more than one</i> (plural) and the <i>instructions are also more than one</i> (plural). The AC requirement is that the 'tasks' and instructions' are more than once, this would not necessarily be on separate occasions.
N14	AC1.1 The evidence here is sometimes confused with different places to apply or a job but the evidence must reflect the learner having listed <i>different ways</i> of applying for a job.
N15	The evidence sometimes reflects the learner in their workplace, which is more a learning situation. However there may be placements where learners are paid to be in the learning situation and therefore learners must not be penalised here for not being employed and in a working situation as it might be generally described.
N16	AC1.1 Centres will often turn this AC into the personal skills and qualities which employers rather than <i>employees</i> need and although the outcome is likely to be the same, the AC is requiring a more generic set of skills and qualities, ones that may be used in a variety of working situations. The evidence is also sometimes incorrectly focussed on one job role that the learner is interested in.  There should be some linkage of the assessment criteria within the L01 learning outcome. With AC 1.1 and AC1 where learners clearly <i>differentiate skills</i> (IT skills, handling money) and <i>qualities</i> (honest, reliable) - both should be evidenced by at least two of each.
N17	The evidence here is sometimes a more generalised statement about attitudes and behaviour rather than specifically in the workplace, the unit is focussed on the <i>workplace</i> .  AC 2.2 should be linked to ACC 2.1, therefore 'why' are the attitudes and behaviours shown in AC 2.1 important?