

Delivering and Assessing Access 1 Units

Information to support the delivery and assessment of Independent Access 1 Units

D9EW 07	Basic Communication in a Familiar Setting
D9ET 07	Handling Money
D9EY 07	Personal Profiling: An Introduction
D9EV 07	Recognising Time
D9ER 07	Sampling Work: An Introduction
D9EX 07	Using Basic Computer Skills
D9FO 07	Working with Others on a Group Activity

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Scottish Qualifications Authority 1999, 2001, 2003

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About this guide

This guide has been devised to help support teachers, lecturers and trainers who are delivering (or considering delivering) any of these seven Access 1 Units:

D9EW 07	Basic Communication in a Familiar Setting
D9ET 07	Handling Money
D9EY 07	Personal Profiling: An Introduction
D9EV 07	Recognising Time
D9ER 07	Sampling Work: An Introduction
D9EX 07	Using Basic Computer Skills
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Section A contains generic information, including: advice on the level of these new Units, progression opportunities, the assessment process, and matching instruments of assessment to Performance Criteria. It also gives some guidance on generating evidence for candidates with special educational needs¹, and how to approach the assessment and recording of this achievement.

Section B deals with each of the seven Units individually, and attempts to answer some of the questions that you may have.

We're using the term 'assessor' throughout this document to describe those who have responsibility for making assessment judgements on the basis of candidate evidence.

The advice given in this document is intended to supplement the information given in the National Unit specification for each Unit. Summaries of the National Unit specifications are contained in Appendix 1.

(N.B. There is an assessment exemplar in Appendix 2 of each full Unit specification.

¹ Note: The Draft Education (Additional Support for Learning) (Scotland) Bill 2003 uses the term 'additional support needs' to replace 'special educational needs'.

A: General information

1 Advice on the level of the Independent Units

These Units are called ‘Independent’ because — unlike other Access 1 Units, where the Outcome is derived from an Access 2 Unit — their Outcomes do not relate to any other Unit.

These seven Units have been devised as a result of the feedback received from centres during the Access 1 consultation in December 2001. Like other Access 1 Units, they are intended for candidates with learning difficulties working within a supported teaching and learning environment. As they are intended as introductory Units, no prior knowledge or experience is required.

The Units provide opportunities for certification, which did not exist previously at this level, in curricular areas which were seen as ‘core’ to the teaching and learning experiences of many candidates.

The Units can be used to allow candidates to develop a broad base of independent living skills, such as recognising time and handling money, or to fill gaps in an individual’s basic skills. These qualifications are flexible in how they can be used, and centres are free to tailor their learning programmes to suit their candidates.

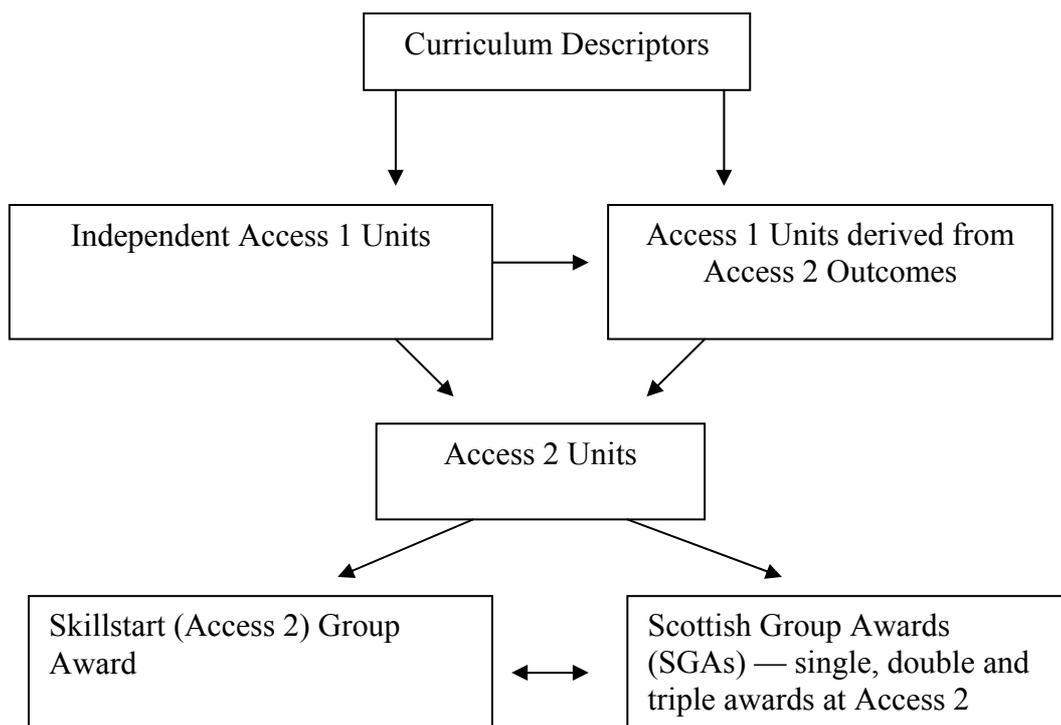
The Units can provide a route for progression from the ‘participation’ stage of the non-certificated Curriculum Descriptors, and can be the first step in certification for candidates. On the other hand, where a centre deems certification to be inappropriate for a candidate, the Units can be used to help structure his or her educational programme. (In these cases there is no requirement for the centre to enter the candidate for the Unit, and the candidate will not receive a certificate from SQA.)

2 Advice on progression

The Independent Access 1 Units can be used for lateral progression, with candidates achieving a number of these Units across a range of curricular areas. This can be done on a Unit-by-Unit basis, or by undertaking Units concurrently. Candidates can continue to make vertical progression by undertaking other Access 1 Units (derived from Access 2 Outcomes). For other candidates, Access 2 would be the starting point for certification.

Candidates can make progress by achieving Access 2 Units or, in some cases, Access 3 Units. At Access 2, candidates can progress laterally by way of a Scottish Group Award or the vocationally-orientated Skillstart Group Award.

This is an outline of the qualification continuum from uncertificated Curriculum Descriptors to Access 2 Group Awards:



Appendix 2 gives more detail on the progression opportunities open to candidates. This advice is also given in Appendix 1 of each National Unit Specification.

Note: SQA is currently investigating the need for (and nature of) provision at the lower end of Access 1. Any provision developed as a result of this work will provide progression to the Independent Access 1 Units for some candidates.)

3 Assessing performance, and recording candidate achievement

Every National Unit has a National Unit Specification. This has three parts: general information on the nature of the qualification; the standards required; and support notes.

The part of the Unit specification called ‘Statement of Standards’ is mandatory. It defines the ‘Performance Criteria’ (PCs) against which a candidate’s performance is to be assessed. It also details the Evidence Requirements — how much and what kind of evidence is necessary for the assessor to make a judgement.

The support notes section offers useful guidance on Unit content and context, and on approaches to learning, teaching and assessment.

These independent Access 1 Units are intended to allow candidates the opportunity to practise and learn basic skills. To achieve a Unit, each candidate has to achieve a standard and be able to demonstrate his or her ability to perform specific tasks. The objective is that candidates will, with focused teaching and

practise, demonstrate competence and achieve the requirements of the qualification.

We also appreciate that not all candidates will achieve the standard required. Some candidates might achieve only some of the PCs, while others may demonstrate competence intermittently. On these occasions, you (the assessor — see ‘4 Who can assess’) must make a judgement on whether or not the candidate has achieved the required standard. It is important to note that, to achieve the qualification, candidates have to meet each PC at least once. However, it is not necessary for all the PCs to be met on the same occasion.

Where a candidate does not meet the PCs, you should devise opportunities for re-assessment. It is not always necessary for candidates to undertake an entire assessment again — they need only be re-assessed for the PCs not achieved in the earlier assessment. Candidates are allowed one opportunity for re-assessment (or in special circumstances two), but they should be given sufficient opportunity to practise the skills before being formally assessed.

A candidate has failed the Unit if, despite opportunities for practice and re-assessment, he or she continues to fail to achieve one or more PCs.

4 Who can assess?

The assessor is generally the teacher, lecturer or trainer who is responsible for the teaching, learning and assessment of his or her candidates. However, we appreciate that a fundamental role is often performed by classroom assistants, auxiliaries and support staff, who may be able to assist in the assessment process.

Where it is appropriate, a responsible person other than the teacher, lecturer or trainer can assist in the recording of candidate attainment. It is, however, the responsibility of the assessor to make the assessment judgement, ie to decide whether a candidate has achieved the required standard.

All records, checklists and logs must be signed and dated by the assessor. The assessor should assess the evidence and authenticate this as an accurate record of the work of the named candidate. He or she should also ensure that all evidence of candidate attainment is recorded and retained for moderation. There is an example of an authentication record in Appendix 3: Recording Assessment Opportunities.

5 Supporting candidates with special needs

These Independent Access 1 Units have been designed principally for candidates developing basic skills in a supported learning environment. Every effort has been made to ensure that there are no unnecessary barriers to learning or assessment, and candidates are free to use their normal mode of communication when undertaking assessments. The lists of modes of communication given in this document are not exhaustive, and there may be further means of communication which would be equally acceptable, provided the communication is clearly

understood by the receiver and is appropriate, given the individual needs of the candidate. The special needs of individual candidates should be considered in the planning of learning experiences and the selection of assessment instruments.

6 Matching instruments of assessment to PCs

The PCs set the level and quality of performance that is required, and describe what the candidate actually has to do. The Evidence Requirements describe the nature and the quantity of candidate evidence required. You must be fully aware of what you are assessing in your candidate's performance, and you should ensure that all assessment evidence gathered is in line with the evidence requirements.

The specification for each Unit contains an assessment exemplar in its appendices (Appendix 2). These exemplars may assist you in understanding the standards required and offer one way of meeting the assessment requirements. You may wish to use the exemplar as an assessment tool, or may want to customise it. Alternatively, you may opt to devise your own instrument of assessment.

Where you make significant changes to the assessment exemplar or devise your own assessment, you should ensure that the assessment covers all the PCs and that there are no unnecessary barriers to achievement. Matching the PCs against the instrument of assessment to be used — using a table, or a cross-referenced matrix — is a good way of ensuring that all PCs are covered.

You are encouraged to devise your own assessments based on the standards illustrated in the assessment exemplars. You can submit any newly-devised assessments to SQA Moderation Section for prior moderation (see Appendix 4 for contact details). This allows you to receive feedback on the validity and reliability of your assessments, and helps ensure that all relevant PCs are covered by the assessment.

7 Guidance on generating evidence

The assessment process must allow for evidence of each candidate's performance to be generated and collected. To pass a Unit, a candidate must successfully meet the standards in the Unit, and there must be evidence to prove this.

As these Units are internally assessed, it is your responsibility, as the assessor, to judge when and if a candidate has satisfied the PCs. This decision should be based on the quality and quantity of evidence collected, and you must ensure that this is in line with the Evidence Requirements in the Unit specification. In particular, you should ensure that your candidate's evidence of achievement demonstrates performance on the number of occasions specified in the statement of standards in the Unit.

B: Unit-specific advice

This section offers guidance on the delivery and assessment of each of the seven Units, and is intended to supplement the information contained within the National Unit Specifications.

1 Basic Communication in a Familiar Setting (D9EW 07)

PC (a) Responds effectively to a communication from another person

PC (b) Delivers effectively a communication to another person

Must the communication be verbal?

Although this Unit is called *Basic Communication in a Familiar Setting*, the communication need not be verbal. In the case of PC (d), for example, the candidate's response may be oral or written, but a response from the candidate which is performance-orientated would be equally acceptable.

The candidate's response should signify that he or she has understood the communication — for example, taking appropriate action in response to a verbal request. Often the assessor will be familiar with a candidate's own particular response that indicates his or her understanding — this may be a facial expression or physical movement.

Similarly with PC (b), it is not essential for the candidate's communication to be verbal. The communication is considered to have been delivered effectively if it is understood by the other person. For example, a candidate may be asked to indicate through signing which musical instrument he or she wishes to play, perhaps a drum or whistle. Equally acceptable would be for the candidate to point or motion his or her head towards the instrument indicating his or her choice. Provided the communication, in this instance the choice, is understood by the recipient the candidate will have met the PC.

PC (c) Identifies two information signs associated with the familiar setting

Is it acceptable to allow candidates a choice of information signs?

Yes, the identification of two information signs may be performed by way of a choice. For example, the candidate could be shown two familiar signs, such as the school office sign and an emergency exit sign, and asked to identify the sign that he or she would follow to leave the building in an emergency. This question can be put to the candidate in the most appropriate format — it could be signed, a picture card could be matched to the correct sign, or a verbal question could be used. Again the candidate may indicate his or her selection in a number of ways — through speaking, pointing, signing or matching picture cards. The candidate must identify two different information signs.

2 Handling Money (D9ET 07)

PC (a) Identifies correctly coins up to the value of £2.00

PC (c) Counts money accurately

PC (d) Selects suitable coin(s) to pay for an item

Must real coins be used?

Plastic coins may be used where real coins are felt to be inappropriate or difficult for candidates to use. However, where possible, there should be opportunities for candidates to use real money.

PC (b) Identifies correctly pence (p) and pound (£) signs

How many times is the candidate required to identify the pence and pound signs?

The list of examples given to the candidate must include five pieces of information. However, the candidate is only required to identify both the pound and the pence sign once. This means that if a candidate correctly identifies the £ sign once and the p sign once from a given list of five prices, he or she has achieved the PC.

Is there a limit on the values of the prices used for this task of identifying the pence and pound signs?

No, unlike PC (a) and PC (d) where there is a limit of £2.00, there is no limit on the values used in this task. As a guide, the greatest value used in the assessment exemplar is £5.25.

PC (d) Selects suitable coin(s) to pay for an item

What if a candidate has difficulty physically handling the coins?

Where a candidate has difficulty handling money, perhaps due to a physical disability, it is acceptable for him/her to satisfy PC (a) without actually handling the money. For example, a candidate may indicate his or her selection of coins by pointing or by verbal means without actually having to handle the coins.

Must the cost of the item be 23p, as mentioned in the support notes of the National Unit Specification?

No, the assessment exemplar in Appendix 2 of the Unit specification uses the amount of 37p. The 23p mentioned in the support notes is only an example of a suitable amount, and the cost of the item may be anything up to the value of £2.00. It should not be the value of a single coin, however.

Must the candidate state the amount of change required?

No, the candidate need only indicate whether or not change is required.

3 Personal Profiling: an Introduction (D9EY 07)

PC (a) Identifies, with advice, a personal learning target

How much support can the candidate be given in the identification of a personal learning target?

At this level candidates may require substantial support selecting an appropriate target. The candidate could be given a number of possible targets and asked to select one. Alternatively, the candidate may have an idea of his or her own, from which a realistic target can be formed with the help of the teacher, lecturer or trainer.

Assistance could take the form of the teacher, lecturer or trainer making suggestions or proposing refinements to the candidate's own suggestions. These refinements should make the target, and steps towards achieving it, more realistic and achievable for the candidate.

What if the candidate refuses to agree on a realistic personal target?

The problems with any unrealistic or inappropriate targets should be explained to the candidate, and he or she should be given the opportunity to identify an appropriate target, with assistance. However, if despite this a candidate still refuses to identify an appropriate target, he or she will not be able to proceed to the planning or carrying out stages and will fail to meet PCs (b), (c) and (d).

PC (b) Contributes to planning steps towards achieving the target

How much of a contribution should the candidate make in planning steps towards achieving the target?

Prompts (such as questions) should be used to encourage the candidate to make suggestions for possible steps. It may be the case, as in the assessment exemplar given for this Unit, that the candidate makes more of a contribution in one of the steps and needs greater assistance with others. This would still meet the PC, as the candidate has made a contribution to planning the steps.

PC (c) Carries out three steps towards achieving the target with assistance

Must the candidate carry out all the planned steps?

The candidate must carry out at least three steps from the plan. If the candidate has planned more than three steps, and carries out only three of these, he or she has still met the PC.

PC (d) Makes a valid observation on progress made towards achieving the target

Must the candidate achieve the target in order to pass the Unit?

No, the candidate need only demonstrate positive steps towards achieving the identified target and make a comment on some aspect of the progress made. This comment must, however, be a valid observation, and any comment that does not reflect actual progress would not meet the PC.

4 Recognising Time (D9EV 07)

PC (a) Puts events in daily routine in the correct order

What would examples of suitable daily routines be?

Getting up, breakfast time, going to school, lunchtime, going home from school, dinner time, and bedtime — all are examples of suitable daily routines.

Can candidates use picture cards to sequence daily routines?

Yes, picture cards can be used to place daily routines into correct chronological order.

PC (b) Reads time correctly from a display

Which times must be read correctly?

Only evidence for ‘o’clock’ (two separate times) and ‘half-past’ (two separate times) is required. A response which identifies the time as, for example, ‘7:30’, rather than ‘half-past seven’ is also acceptable.

PC (c) Suitably matches times of day and routine activities

How many routine activities must be matched?

Two routine activities must be matched correctly with a choice of four times. These times could be written or shown on clock-faces. Again, picture cards of activities and clock-faces can be used here.

5 Sampling Work: an Introduction (D9ER 07)

PC (a) Identifies an appropriate work activity for two different work roles

What is the difference between a work activity and a work role?

A work activity relates to the actual functions carried out by a worker — eg cutting hair, word-processing a letter, mowing the lawn — whilst a work role is the actual job title, eg hairstylist, office assistant, gardener.

The task for the candidate is to identify one appropriate work activity for two different work roles. The candidate may be given picture cards illustrating a selection of activities, for example, typing at a keyboard, cutting hair, or mowing the lawn and asked to select one appropriate activity for a hairstylist. The same is asked again, this time for a gardener. If the candidate correctly identifies cutting hair for the hair stylist and mowing the lawn for the gardener, he or she has met the PC for this part of the Unit.

PC (b) Prepares to sample an identified work environment

What does ‘sample’ an identified work environment mean?

‘Sample’, in this instance, means to undertake a short visit to a workplace environment where the candidate will be able to experience the workplace first hand. The workplace may be located in the candidate’s own centre.

What is involved in preparing to sample the work environment identified?

The candidate must agree to participate in the visit. This could be recorded and evidenced by the candidate signing a ‘Certificate of Agreement to sample a workplace’. An example of a Certificate of Agreement is included in the assessment exemplar in Appendix 2 of the Unit. The candidate should also demonstrate that he or she understands what he or she has to do during the visit, such as find out about the work of a nursery teacher, or what kinds of animals a vet works with.

PC (c) Undertakes a supervised visit to the identified work environment

Should the candidate undertake a work placement?

No, at this level all that is required is a visit.

How much time should be spent at the workplace?

The amount of time spent at the workplace need only be short, and the visit could be undertaken in a morning or an afternoon. The time spent there should be sufficient to allow the candidate to find out about the work activities performed and make a valid observation about the workplace.

PC (d) Makes a valid observation of the work environment visited

How detailed should the candidate observation about the workplace be?

The observation about the workplace need only be very simple and short. The only requirement is that the observation is valid. The candidate may respond to the question of ‘What did you find out about the place you visited?’ with ‘It was quite noisy and there was a lot of toys for the children to play with’.

6 Using Basic Computer Skills (D9EX 07)

PC (a) Identifies correctly three of the main components of a computer

By what means should the candidate identify the three computer components?

These can be identified in a number of ways. For example, the candidate may speak, sign, write or type the name of each component. Another acceptable method would be matching name cards to each computer part. Alternatively, candidates can be asked to identify each part by some form of physical movement, such as pointing.

Do the same three components need to be identified on the two occasions?

No, they can be the same, but they could be different components each time.

PC (b) Performs three basic computer operations correctly

Can the same computer program be used on both occasions?

No, two different programs should be used over two computer sessions.

7 Working with Others on a Group Activity (D9FO 07)

PC (a) Agrees on a realistic personal task to undertake as part of the group activity

Must the candidate identify the personal task to be undertaken?

No, but where possible candidates should be encouraged to consider any individual preferences.

PC (b) Identifies other person(s) taking part in the group activity

How many other person(s) should be involved in the group activity?

There must be at least one other person involved in the group activity. This could be, for example, a classroom assistant, auxiliary, support worker or another candidate.

PC (c) Works co-operatively while carrying out the group activity

How should the assessor judge whether a candidate has worked co-operatively while carrying out the activity?

This can be done through the observation of the candidate's performance and interactions whilst working on the task. In particular the assessor should be looking for instances of the candidate seeking and providing simple information and staying on task. The teacher/lecturer may prompt and encourage co-operative behaviour as candidates work through their tasks.

Appendix 1: National Unit Specifications — summaries

Basic Communication in a Familiar Setting

NUMBER D9EW 07

OUTCOME

Communicate effectively at a basic level in a familiar setting.

PCs

- a) Responds effectively to a communication from another person
- b) Delivers effectively a communication to another person
- c) Identifies two information signs associated with the familiar setting.

Evidence Requirements

Oral and/or written and/or performance evidence demonstrating the candidate's ability to:

PC (a) respond to a communication containing one item of information, which may be in the form of a question. The communication should be made in a setting familiar to the candidate. The candidate's response should signify that he or she has understood the communication.

PC (b) deliver a communication containing one item of information, which may be in the form of an opinion, a choice or showing knowledge or understanding. The communication will be delivered effectively if it is understood by the recipient. The communication should be made in a familiar setting.

PC (c) identify two information signs used in the familiar setting which are important to the candidate.

Handling Money

NUMBER D9ET 07

OUTCOME

Recognise and use coins in familiar situations.

PCs

- a) Identifies correctly coins up to the value of £2.00
- b) Identifies correctly pence (p) and pound (£) signs
- c) Counts money accurately
- d) Selects suitable coin(s) to pay for an item

Evidence Requirements

PC (a) At least four of the coins currently in use, up to and including £2.00, are identified correctly.

PC (b) Pence and pound signs are identified correctly from a list of at least five pieces.

PC (c) Two coins of different values are added correctly.

PC (d) One or more suitable coins are selected to pay for an item costing up to £2.00. The price of the item should not be the value of a single coin. The candidate should also indicate whether change is required.

For each PC the candidate should provide evidence of competence on one occasion.

Personal Profiling: An Introduction

NUMBER D9EY 07

OUTCOME

Demonstrate, with support, positive steps towards achieving a personal learning target.

PCs

- a) Identifies, with advice, a personal learning target
- b) Contributes to planning steps towards achieving the target
- c) Carries out three steps towards achieving the target with assistance
- d) Makes a valid observation on progress made towards achieving the target

Evidence Requirements

Oral and/or written and/or performance evidence that the candidate can:

PC (a) identify one learning target with advice from a responsible person familiar to the candidate who should advise on setting a realistic target which is relevant to the candidate.

PC (b) make an identified contribution to planning at least three steps towards achieving the target.

PC (c) carry out three steps with assistance.

PC (d) comment on one aspect of progress made towards achieving the target.

Recognising Time

NUMBER D9EV 07

OUTCOME

Recognise time in relation to familiar daily routine.

PCs

- a) Puts events in daily routine in the correct order
- b) Reads time correctly from a display
- c) Suitably matches times of day and routine activities

Evidence Requirements

Written and/or oral evidence and/ or performance evidence as follows:

- PC (a) Four events in the candidate's daily routine are given in the correct order on one occasion.
- PC (b) Times should be displayed on a digital clock (12 hour times only) or on an analogue clock; 'o'clock' times and 'half past' times are each stated correctly on two occasions.
- PC (c) Two routine activities are suitably matched with time of day (to nearest half-hour) from a given list of four times on one occasion.

Sampling Work: an Introduction

NUMBER D9ER 07

OUTCOME

Develop an awareness of work roles and a selected workplace environment.

PCs

- a) Identifies an appropriate work activity for two different work roles
- b) Prepares to sample an identified work environment
- c) Undertakes a supervised visit to the identified work environment
- d) Makes a valid observation of the work environment visited

Evidence Requirements

Written and/or oral evidence and/ or performance evidence that the candidate has:

PC (a) correctly identified an appropriate work related activity for two different work roles

PC (b) prepared to sample the identified work environment. The candidate's response should demonstrate that he or she has:

- agreed to participate in the visit to a selected work environment
- understood what he or she has to do during the visit

PC (c) participated in a supervised visit to a selected work environment

PC (d) made a valid observation of the workplace environment either during or after the visit

Using Basic Computer Skills

NUMBER D9EX 07

OUTCOME

Perform some basic operations independently.

PCs

- a) Identifies correctly three of the main components of a computer
- b) Performs three basic computer operations correctly

Evidence Requirements

For PC (a) — written and/or oral evidence and/or performance evidence is required of the candidate's ability to identify three main components of a computer on two occasions.

For PC (b) — performance evidence is required of the candidate's ability to carry out three basic computer operations correctly on two occasions.

Evidence should be generated during two computer sessions involving the use of a different program in each session.

Working with Others on a Group Activity

NUMBER D9FO 07

OUTCOME

Work co-operatively on a group activity with at least one other familiar person.

PCs

- a) Agrees on a realistic personal task to undertake as part of the group activity
- b) Identifies other person(s) taking part in the group activity
- c) Works co-operatively while carrying out the group activity

Evidence Requirements

Written and/or oral and performance evidence that the candidate can:

PC (a) agree on a realistic task to be undertaken.

PC (b) identify other person(s) taking part in the group activity

PC (c) work co-operatively while carrying out the group activity by:

- ◆ providing simple information
- ◆ seeking simple information from others
- ◆ staying on task

Appendix 2: Access progression opportunities*

<p>Curriculum Descriptors (not certificated)</p>	<p>Curriculum Descriptors provide a framework for describing the learning process for candidates for whom an Access 1 Unit is not appropriate. They use PCs from Access 1 Units as <i>Learning Targets</i>. Progress within the Curriculum Descriptor framework may be recorded by means of Progress File or by a centre's own systems for recording achievement. Curriculum Descriptors belong to Learning and Teaching Scotland and are not certificated by SQA.</p> <p>Some candidates may progress from Curriculum Descriptors to free-standing Independent Access 1 Units.</p>
<p>Independent Access 1 Units</p>	<p>Independent Access 1 Units are designed principally for candidates who are developing basic skills in a supported learning environment. Candidates are not required to have completed any other Units prior to undertaking these Units. Independent Access 1 Units are not derived from the Outcomes of Access 2 Units. They may provide progression from Curriculum Descriptors for some candidates or be delivered within an integrated programme comprising a mixture of Units and Curriculum Descriptors according to the needs of the candidate. On completion of an independent Access 1 Unit, candidates may progress to other independent Units at Access 1, such as:</p> <p>D9EW 07 Basic Communication in a Familiar Setting D9ET 07 Handling Money D9EY 07 Personal Profiling: An Introduction D9EV 07 Recognising Time D9ER 07 Sampling Work: An Introduction D9EX 07 Using Basic Computer Skills D9F0 07 Working with Others on a Group Activity.</p> <p>Alternatively, progression may be to Access 1 Units, which are derived from Access 2 Outcomes or to Access 2 Units.</p>
<p>Access 1 Units derived from Access 2 Outcomes</p>	<p>These Access 1 Units are based on outcomes of Access 2 Units. This allows candidates to build up to an Access 2 Unit in a step by step approach as they achieve the appropriate component Outcomes. Access 1 Units derived from Access 2 outcomes may be a starting point for some candidates or may provide progression from the above independent Access 1 Units.</p>
<p>Access 2 Units</p>	<p>Access 2 Units enable progression from Access 1 Units although for some candidates, they may be a starting point. Candidates who have achieved an Access 2 Unit may progress to other Access 2 Units or to Access 3 Units. They may also progress laterally to a Scottish Group Award at Access 2 (single, double or triple) or to the more vocational Skillstart Group Award at Access 2.</p>

Note: this information is also included in the Unit specifications

Appendix 3: Example of a form for recording assessment opportunities

Unit:

Start date:

Completion date:

Candidate:

Assessor:

Unit Outcome:

PC	Activity used for assessment	Date of Assessment	
		Attempted	Achieved
(a)			
(b)			
(c)			
(d)			

Comments:

Authentication Record: This proforma is an accurate record of the assessment undertaken by the named candidate.

Assessor's signature

Appendix 4: Useful documents and contacts

National Unit Specifications — available on the *National Qualifications CD ROM, Session 2003/2004* (BA1351, June 2003)

NAB Access 2 CD-ROM (BB1570, April 2002)

Access 1 and 2; Matching Access 1 Units to Access 2 Outcomes — Staff Support Materials (BA1410/2, December 2002)

Operational Guide for Schools 2003/04 (FA1599/2, August 2003)

Operational Guide for Colleges 2003/04 (FA1601/2, August 2003)

Operational Guide for ETP's (FA1602/2, August 2003)

Guidance on Special Assessment Arrangements (AA0645/4, September 2003)

Guide to Internal Moderation for SQA Centres (AA1453, December 2001)

Guide to Assessment and Quality Assurance for Secondary Schools 2003 (AA0840/3, September 2003)

Guide to Assessment and Quality Assurance for Colleges 2003 (AA0841/3, September 2003)

Guide to Assessment and Quality Assurance for ETP's (AA0842/3, February 2003)

Curriculum Descriptors — available from Learning and Teaching Scotland, telephone 08700 100 297 or the LTS website www.LTScotland.com/NQ.

All SQA publications are available from SQA's Customer Contact Centre (0141-242 2214), and some are available from the SQA website www.sqa.org.uk.

For enquiries about moderation contact the SQA Moderation Section on 0141-242 2276.

For enquiries about Access 1 and 2 provision contact Margaret Miller, Project Manager on 0141-242 2316, e-mail margaret.miller@sqa.org.uk.