

# Summary of Communication Unit and ASP alterations: version 1 to version 2

**Version 1 published date: August 2008**

**Version 2 published date: August 2009**

In response to feedback from centres who have been using the NQ Core Skills Units and ASPs since they were first introduced in August 2008, we have made a few minor revisions to these documents. The revisions that have been made are intended to improve clarity and understanding rather than change the standards required.

## General amendments

Several amendments have been made to the format and layout of all of the Core Skills Units and ASPs:

- ◆ Unit numbers have been included on the front page and in the footer of each Unit and ASP.
- ◆ The final section of the version 1 ASPs, *Information for Learners*, has been removed.
- ◆ The sections titled *Disabled learners and/or those with additional support needs* and *Administrative Information* have been replaced by new standard wording.

## Communication Units

Although various wording changes have been made, there are two main things that have been clarified in version 2 of the Communication Units:

1. Within the reading requirements at SCQF levels 4, 5 and 6, 'aim' has been amended to 'aim or purpose'.
2. The guidance regarding the length of writing required has been altered to make it clear that candidates can use more than one related piece of writing to meet the overall word count required at each level. The guidance also explains that where more than one piece of writing is used, one should be a substantive piece (with a specified minimum word count) and the pieces should be related. The following table identifies the word counts needed at each level:

SCQF level	Overall minimum words required	Substantive piece, minimum words required
2	25	15
3	80	50
4	300	200
5	500	300
6	700	500

## **Communication Assessment Support Packs (ASPs)**

There are several changes in the ASPs that have been introduced to try and clarify certain points and improve consistency. The main changes are as follows:

- ◆ The checklists at the end of each ASP have been simplified so that they provide a better match with the standards stated in the section *What learners need to know or be able to do*.
- ◆ Some of the examples of tasks provided in part 2 have been replaced or updated to help clarify and give better guidance on the type and level of evidence required.