

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7180005**UNIT TITLE:** NUMERACY FOR LIFE AND WORK

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. IDENTIFY ASPECTS OF TIME IN EVERYDAY LIVING

PERFORMANCE CRITERIA

- (a) Times, days and dates for daily, weekly and annual events are stated accurately.
- (b) Days of the week are stated in the correct sequence.
- (c) Interpretation of the yearly calendar is correct.
- (d) Time read from a display is stated correctly.

RANGE STATEMENT

Events: time of daily occurrence; day of weekly occurrence; annual date of national importance; annual date of personal importance.

Display: digital; analogue.

EVIDENCE REQUIREMENTS

Evidence for Performance Criteria (a)-(d) and for each critical class in the range statement should be gathered from direct observation of the candidate in the learning environment.

In connection with Performance Criterion (c) the candidate should state accurately:

- (i) a day of the week, identified from its date;
- (ii) the number of days between two given dates;
- (iii) the number of weeks between two given weeks.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, signing, lipreading, braille, word processing, computer-assisted communication.

OUTCOME**2. USE MONEY TO MEET EVERYDAY EXPENSES****PERFORMANCE CRITERIA**

- (a) Identification of coins and banknotes is correct.
- (b) The selection of coins and banknotes to make up sums of money is correct.
- (c) The selection of coins and banknotes to a value in excess of the required price of a purchase is correct.
- (d) Calculation of the amount of money due in change from a purchase is correct.

RANGE STATEMENT

The range for this outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence for each Performance Criterion should be gathered from direct observation of the candidate in the learning environment. This evidence may be gathered during the full range of learning activities experienced by the candidate.

In respect of Performance Criterion (a), the coins and banknotes identified should cover the range of legal tender currently in use, up to £20.

In respect of Performance Criteria (b), (c) and (d), the candidate should provide evidence of competence on a minimum of two occasions for each Performance Criterion.

Where evidence cannot be gathered from performance evidence alone, for example, ensuring the accuracy of calculations, additional evidence should be gathered from the candidate's answers to questions.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

OUTCOME**3. CARRY OUT WEIGHING AND MEASURING OF EVERYDAY ITEMS****PERFORMANCE CRITERIA**

- (a) The selection of measuring devices is appropriate to their purpose.
- (b) The use of measuring devices is demonstrated correctly.

- (c) Measurement of length is to a functional degree of accuracy.
- (d) Measurement of quantities is to a functional degree of accuracy.
- (e) Estimation of proportions is to a functional degree of accuracy.

RANGE STATEMENT

Measuring devices: measuring jug; measuring spoon; kitchen scales; tape-measure; ruler; metre stick.

Everyday items: liquids; dry goods; furniture; area of ground or floor.

Proportions of liquids and dry goods: half; double.

EVIDENCE REQUIREMENTS

Performance evidence for each performance criterion and for each critical class in the range statement should be gathered from direct observation of the candidate in the learning environment. This evidence may be gathered during the full range of learning activities experienced by the candidate.

Where evidence cannot be gathered from performance evidence alone, for example, ensuring the correct reasoning for the selection of measuring devices, additional evidence should be gathered from the candidate's answers to questions.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lipreading, braille, computer-assisted communication.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7180005

UNIT TITLE: NUMERACY FOR LIFE AND WORK

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This unit is designed for the candidate who is developing the basic skills necessary for independent living and who may be expected to benefit from delivery in a supported learning environment. The unit will provide an opportunity to enhance these skills by guiding the candidate towards an understanding of time, monetary value and measurement.

The unit is designed to encourage the candidate to transfer the skills acquired from a supported learning environment to a learning environment which is oriented towards the world of work. The unit can be used for reference purposes during vocational guidance and guidance on developing independent living skills. The unit forms part of the National Certificate Lifestart and Workstart awards.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This module will introduce you to the use of numbers in everyday living. On completion of the module you will be able to give information about times, days and dates. You will also be able to use money to meet everyday expenses. You will also be able to weigh and measure some items you use regularly.

CONTENT/CONTEXT The candidate should achieve the level of competence of someone who can keep time, handle money and carry out measurements in order to meet the requirements of routine daily living. A candidate with sensory impairment or physical disability may need to use specially adapted equipment or materials.

This unit should be seen in the context of the wide range of skills needed for daily living and should be integrated into practical activities in the learning environment.

Corresponding to outcomes:

1. This outcome could be carried out during the candidate's normal learning day. Daily occurrences/times could include: normal start and finish times; lunch breaks; bus or train times. Weekly occurrences/times could include: weekends; favourite television programmes; participation in sports/clubs.
2. The sums of money handled by the candidate should reflect his or her daily, routine purchases and expenditure. This could include bus or train tickets, telephone calls, snacks or meals, newspapers, magazines.
3. In the use of measuring devices, the following contexts are suggested:
 - (i) tape measures, rulers and metre sticks could be used to measure the length and breadth of pieces of furniture, the dimensions of a room, short distances in a garden, furnishings;
 - (ii) measuring jugs should be used to measure liquids up to a maximum of 1 litre/2 pints;
 - (iii) kitchen scales and a variety of measuring spoons could be used to measure dry goods up to a maximum of 1 kilogram/2 lbs. It may also be appropriate to introduce such measures as pinch, cupful.

APPROACHES TO GENERATING EVIDENCE Wherever possible, candidates should be encouraged to relate the outcomes in this unit to their own experience of daily living. Practical work, simulation, residential experience and the sharing of experience can also be useful in order to develop the competences within the context of everyday experiences.

ASSESSMENT PROCEDURES Centres may use the Instruments of Assessment which are considered by tutors/trainers to be most appropriate. Suggested assessment procedures for all Outcomes consist of Practical Exercises, Short Answer Questions and the use of Personal Interviews.

When answering questions, the candidate should use his or her normal mode of communication. It is the centre's responsibility to ensure that an accurate record of the candidate's response is retained as evidence of the candidate's competence.

Outcome 1: Short Answer Questions or a Personal Interview could be used to gather evidence for all performance criteria. The candidate may wish to complete a personal log book to record the dates and times of events. The questions could include such topics as follows:

- (i) a time in the day which is important to the candidate's daily routine;
- (ii) a day in the week which is important to the candidate's routine;
- (iii) the date of an annual event important to the candidate;
- (iv) the date of a national holiday;
- (v) days of the week;
- (vi) a day of the week to be identified from its date using yearly calendar;
- (vii) the number of days between two dates 7 to 21 days apart;
- (viii) the number of weeks between two dates 2 to 6 weeks apart;

- (ix) the correct time to be read from a display.

Outcome 2: Practical Exercises could be used to gather evidence for all Performance Criteria. The candidate should be able to identify all coins and banknotes up to £20. In respect of Performance Criteria (b), (c) and (d), it is suggested that the value of money to be used should reflect the candidate's normal purchases. Short Answer Questions or a Personal Interview could be used to obtain evidence of the candidate's recognition of the actual value of the coins and banknotes when making his or her calculations or selections, to ensure that the correct values were not arrived at by chance.

Outcome 3: Practical Exercises could be used to gather evidence for all the Performance Criteria. The candidate may wish to complete a personal log book to record the weights and measurements.

PROGRESSION This unit forms part of the National Certificate Lifestart and Workstart awards. Successful completion of either of the awards will facilitate the candidate's progress to the National Certificate Skillstart Awards.

Successful completion of the unit may also facilitate entry to the SQA framework of units in Numeracy.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
5. For details of other SQA publications, please consult SQA's publications list.

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