

Draft National Unit Specification



Unit title: Lifeskills Mathematics: Manage Money and Data (Access 3)

SCQF: level 3 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enable learners to apply their skills, knowledge and understanding to manage money and data in basic, real-life contexts. Learners will build on their mathematical and numerical skills to determine factors affecting income and expenditure, budgeting and saving. Learners will also organise, present and interpret data based on real-life contexts.

Learners who complete this Unit will be able to:

- 1 Manage money in basic real-life contexts
- 2 Manage data in basic real-life contexts

This Unit is a mandatory Unit of the Access 3 Lifeskills Mathematics Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Access 2 Lifeskills Mathematics

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Manage money in basic real-life contexts by:

- 1.1 Identifying factors affecting income and expenditure
- 1.2 Preparing a simple budget
- 1.3 Developing a basic savings plan
- 1.4 Making a decision based on the best deal

Outcome 2

The learner will:

2 Manage data in basic real-life contexts by:

- 2.1 Organising primary data
- 2.2 Carrying out simple calculations to compare data
- 2.3 Representing data in an appropriate format
- 2.4 Interpreting simple data to draw conclusions

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment holistically in a single activity. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 1, learners will be required to produce evidence of managing money in basic real-life contexts. Both simulated and real contexts are appropriate. Learners must provide written and/or oral evidence of:

- ◆ factors affecting income and expenditure, such as pay, allowances, grants, tax, shopping, and bills
- ◆ a simple budget for personal use
- ◆ a basic savings plan for personal use
- ◆ making a decision based on the best deal, such as buying multi-packs or using discount schemes

For Outcome 2, learners will be required to produce evidence of managing data in basic real-life contexts. Both simulated and real contexts are appropriate. Learners must provide written and/or oral evidence of:

- ◆ organising primary data — this can include given data or data collected by the learner
- ◆ carrying out calculations, such as totals or simple averages, to compare given or collected data
- ◆ representing given or collected data in an appropriate format, such as a simple diagram, table, pie chart, or bar graph
- ◆ interpreting given or collected data to draw conclusions

A calculator or equivalent technologies may be used. Learners are encouraged to use appropriate technology to present their evidence for each Outcome.

Exemplification of assessment will be provided in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

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Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

2 Numeracy

- 2.1 Number processes
- 2.2 Money, time and measurement
- 2.3 Information handling

5 Thinking skills

- 5.3 Applying

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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