














NUMERACY







Mapping of changes between old and new Units

Key to degree of change












- R** significant change
- A** slight change
- G** no real change




Numeracy: SCQF Level 3 (formerly Access 3)

Unit Headings	Degree of Change	Actual change
What is this Core Skills Unit about?		The focus of this Unit has changed to a more process based approach of using numbers to solve everyday problems rather than mathematical calculations.
What should I know or be able to do before I start this Unit?		New Unit elaborated on to inform candidates of the type of experience or qualifications they may have that will be helpful when undertaking this Unit.
What will I know when I've achieved this Unit?		This section has been removed and incorporated into the "What do I need to do?" section of the revised Unit to remove duplication.
What do I need to do?	<div style="text-align: center;">         </div>	<p>Tasks have been re-ordered so Using Number is now Task 1 as opposed to Task 4.</p> <p>Stated amount of calculations and operations to be done has been removed from Unit to make it less prescriptive and maintain relevance to the activity/activities being undertaken. However the requirement for calculations to include a minimum of one or two steps remains.</p> <p>Simple formulae is no longer a requirement, simple ratios has been added</p> <p>Conclusions to be drawn from results of calculations.</p> <p>Previous Unit required measuring task to be carried out on four separate occasions to the nearest marked number on a scale. The requirement of four has been removed to make the Unit less prescriptive and maintain relevance to the activity/activities being undertaken. How many times a candidate needs to demonstrate their skill in this area will depend on the context it is being demonstrated and the professional judgement of the assessor.</p> <p>Requirement to extract information from a choice of four graphical forms three times has been changed to extract information at least once from a choice of four graphical forms.</p> <p>Requirement to communicate one piece of information in three different graphical forms has been changed to communicate information by completing at least one graphical form from a choice of four.</p>














How will I show that I have achieved this Unit?	 	<p>Assessment options have been extended to include the option of recording what was said/done.</p> <p>The use of computer aids for graphical work at this level is acceptable.</p>
What might be involved?		This is new and gives the candidate an idea of the type of activity that meets the Unit standards.
What can I do next?		This is new and is designed to encourage candidates to think about progression
Guidance for assessors		This is new and points assessor to the Assessment Support Pack and Guide to Assessing Workplace Units for further guidance.
Learners with disabilities and / or additional support needs		This is new and is designed to assist the candidate/tutor/assessor on establishing what additional support needs are acceptable.

Numeracy: SCQF Level 4 (formerly Intermediate 1)














Unit Headings	Degree of Change	Actual change
What is this Core Skills Unit about?		The focus of this Unit has changed to a more process based approach of using numbers to solve everyday problems rather than mathematical calculations.
What should I know or be able to do before I start this Unit?		New Unit elaborated on to inform candidates of the type of experience or qualifications they may have that will be helpful when undertaking this Unit.
What will I know when I've achieved this Unit?		This section has been removed and incorporated into the "What do I need to do?" section of the revised Unit to remove duplication.
What do I need to do?	    	<p>Tasks have been re-ordered so Using Number is now Task 1 as opposed to Task 4.</p> <p>Stated amount of calculations and operations to be done has been removed from Unit to make it less prescriptive and maintain relevance to the activity/activities being undertaken. However the requirement for calculations to include a minimum of 2 steps remains.</p> <p>Candidates must show evidence of being able to round numbers and draw conclusion from the results of calculations.</p> <p>Interpret information from a single graphical form. (Previously three graphical forms).</p> <p>Select an appropriate graphical form and use it to communicate information. (Previously three different graphical forms). Other significant change is that the candidate decides on appropriate graph to be used, previous Unit, candidate was given appropriate graph to use.</p>
How will I show that I have achieved this Unit?	 	<p>Assessment options have been extended to include the option of recording what was said/done.</p> <p>The use of computer aids for graphical work is acceptable.</p>
What might be involved?		This is new and gives the candidate an idea of the type of activity that meets the Unit standards.

What can I do next?		This is new and is designed to encourage candidates to think about progression
Guidance for assessors		This is new and points assessor to the Assessment Support Pack and Guide to Assessing Workplace Units for further guidance.
Learners with disabilities and / or additional support needs		This is new and is designed to assist the candidate/tutor/assessor on establishing what additional support needs are acceptable.

Numeracy: SCQF Level 5 (formerly Intermediate 2)

Unit Headings	Degree of Change	Actual change
What is this Core Skills Unit about?		The focus of this Unit has changed to a more process based approach of using numbers to solve everyday problems rather than mathematical calculations.
What should I know or be able to do before I start this Unit?		New Unit elaborated on to inform candidates of the type of experience or qualifications they may have that will be helpful when undertaking this Unit.
What will I know when I've achieved this Unit?		This section has been removed and incorporated into the "What do I need to do?" section of the revised Unit to remove duplication.
What do I need to do?	    	<p>Tasks have been re-ordered so Using Number is now Task 1 as opposed to Task 4.</p> <p>Candidates can now carry out a number of smaller activities involving two or three calculation steps or one larger activity involving several calculation steps. (Previously one complex calculation and three different sustained calculations in context.)</p> <p>Candidates must show evidence of being able to round numbers to an appropriate degree of accuracy.</p> <p>Interpret information from a single graphical form. (Previously three graphical forms).</p> <p>Select an appropriate graphical form and use it to communicate information. (Previously three different graphical forms)</p>
How will I show that I have achieved this Unit?		Assessment options have been extended to include the option of recording what was said/done.
What might be involved?		This is new and gives the candidate an idea of the type of activity that meets the Unit standards.
What can I do next?		This is new and is designed to encourage candidates to think about progression
Guidance for assessors		This is new and points assessor to the Assessment Support Pack and Guide to Assessing Workplace Units for further guidance.
Learners with disabilities and / or additional support needs		This is new and is designed to assist the candidate/tutor/assessor on establishing what additional support needs are acceptable.

Numeracy: SCQF Level 6 (formerly Higher)

Unit Headings	Degree of Change	Actual change
What is this Core Skills Unit about?		The focus of this Unit has changed to a more process based approach of using numbers to solve everyday problems rather than mathematical calculations.
What should I know or be able to do before I start this Unit?		New Unit elaborated on to inform candidates of the type of experience or qualifications they may have that will be helpful when undertaking this Unit.
What will I know when I've achieved this Unit?		This section has been removed and incorporated into the "What do I need to do?" section of the revised Unit to remove duplication.
What do I need to do?	    	<p>Tasks have been re-ordered so Using Number is now Task 1 as opposed to Task 4.</p> <p>Stated amount of calculations and operations to be done has been removed from Unit to make it less prescriptive and maintain relevance to the activity/activities being undertaken.</p> <p>Candidates must show evidence of being able to round numbers to an appropriate degree of accuracy.</p> <p>Interpret and select graphical information - examples of graphical forms and significant features now specified to help clarify what is required.</p> <p>Select an appropriate graphical form and use it to communicate information - examples of graphical forms now specified to help clarify what is required.</p>
How will I show that I have achieved this Unit?		Assessment options have been extended to include the option of recording what was said/done.
What might be involved?		This is new and gives the candidate an idea of the type of activity that meets the Unit standards.
What can I do next?		This is new and is designed to encourage candidates to think about progression
Guidance for assessors		This is new and points assessor to the Assessment Support Pack and Guide to Assessing Workplace Units for further guidance.
Learners with disabilities and / or additional support needs		This is new and is designed to assist the candidate/tutor/assessor on establishing what additional support needs are acceptable.