

National Open College Network

Skills for Life Guide

Version 4
January 2008



Contents

	Page
Skills for Life Policy	4
Government Strategy	4
NOCN Skills for Life Policy	6
NOCN Skills for Life Units and Qualifications	7
Entry Level Certificate in Adult Literacy	8
Entry Level Certificate in Adult Numeracy	9
Entry Level Certificates in Essential Skills	10
Adult Literacy and Numeracy Units at Levels 1 and 2	11
ICT Units at Entry 3	13
Qualifications for Progression	14
Certificates in Adult Literacy and Numeracy Levels 1 and 2	15
ESOL Skills for Life Qualifications Entry 3, Levels 1 and 2	16
ESOL for Work Entry 3 and Level 1	18
Financial Literacy Qualifications	19
NOCN other provision – Skills for Life	22
Pre-entry units	23
Level 1 and Level 2 Pre-test units	24
Embedding Skills for Life	26
What is embedded learning?	26
Aims of the models	26
How the models work	27
Delivering embedded learning	38
Delivering NOCN Skills for Life Units & Qualifications	40
Funding Skills for Life Provision	40
Qualifications and Curriculum Authority (QCA)	40
Learning and Skills Council (LSC)	41
Teaching and Supporting Skills for Life Learners	44
National Standards	44
Curricula	45
The Learning Journey	47
Teaching and learning materials	50
Move On	51
Useful links	53
Skills for Life Teaching Qualifications	55
National Reference Point Skills for Life professional development	56
Skills for Life Improvement Programme	56
New developments in the Learning and Skills Sector	57
NOCN developments in the Learning and Skills Sector	58

Appendices

Appendix 1 - Skills for Life Resources	59
Appendix 2 - Skills for Life Levels	64
Appendix 3 - NOCN Skills for Life and ESOL Contacts	66
Appendix 4 - Developing Wallpapering Skills	67
Appendix 5 - Introduction to Teamwork Skills	87
Appendix 6 - Introduction to Developing Personal Learning Programme	94
Appendix 7 - Introduction Understanding and achieving Personal Learning Goals	119
Appendix 8 - Developing Wallpapering Skills Resource Pack	158
Appendix 9 - Blank templates	181

Skills for Life Guide

Welcome to the NOCN Skills for Life Guide. The Guide has been developed to support staff and member organisations using and delivering NOCN Skills for Life units and qualifications.

Skills for Life Policy

Government Strategy

Following the Moser report in 1999,¹ which revealed the problem of low literacy and numeracy skills in the UK (an estimated 7 million people with skills below Level 1), the Government launched in 2001 *Skills for Life*, its strategy for improving the nation's skills in literacy, numeracy and English for speakers of other languages (ESOL).² People with poor literacy, language or numeracy skills are less productive at work, earn less and are more likely to suffer from ill health and social exclusion. Tackling this skills problem is one of the Government's priorities.

The Government Public Service Agreement target is therefore to improve the literacy and numeracy skills of 2.25 million adults by 2010. The interim target of improving the literacy and numeracy skills of 1.5 million adults by 2007 has already been exceeded; at a *Basic Skills for Life and Work* conference on 4th July 2007 the Skills Minister David Lammy confirmed that 1,759,000 adults have now improved their skills and gained a qualification via the *Skills for Life* strategy.

The strategy focuses on priority groups with the greatest literacy and numeracy needs. Priority groups identified include unemployed people, prisoners and those supervised in the community, low skilled employees, young adults and other groups at risk of exclusion such as speakers of other languages and those living in disadvantaged communities.

National standards and a curriculum framework have been produced, while regional pathfinder partnerships have piloted new approaches to improving basic skills.

The Skills for Life Survey,³ published in October 2003, demonstrated the need for the Government to continue its drive to improve adult basic skills training and school standards. Although since the introduction of the Skills for Life Strategy the number of adults with literacy skills below Level 1 (grade D-G GCSE) has fallen, the survey shows that 5.2 million adults still have literacy skills below this level compared to an estimated 7 million in 1997. The number of adults with numeracy skills below Entry Level 3 has fallen only slightly to 6.8 million.

¹ *Improving literacy and numeracy: A fresh start*, DfEE 1999

² *Skills for Life: The national strategy for improving adult literacy and numeracy skills*, DfES 2001

³ *The Skills for Life Survey: A national needs and impact survey of literacy, numeracy and ICT skills*, DfES 2003

The Government's Skills White Paper⁴ for improving skills for work includes driving forward *Skills for Life* as a main goal and is becoming embedded in the work of the new bodies set up to improve skills nationally including Sector Skills Councils and Regional Skills Partnerships.

Government policy on 14-19 education⁵ highlights the importance of functional skills in English and mathematics. Government statistics show that currently over 50% of young people leaving school do not achieve Grade A*-C in English and mathematics (Level 2 of the NQF).⁶ Achieving these Level 2 skills in functional English and mathematics is seen as essential to support learning in other subjects and essential for employment.

In addition, the increase of use of ICT both at work and for leisure purposes means that people who do not have ICT skills are at a significant disadvantage.⁷ Functional competence in using ICT needs to be counted as an essential skill for the modern world. ICT is now therefore part of the Skills for Life programme and will be one of the functional skills that all young people are expected to acquire as part of their education.

Following the Skills White Paper and the 14–19 Education and Skills White Paper, the DfES gave the Qualifications and Curriculum Authority (QCA) a remit to develop functional skills in English, ICT and mathematics. These are built upon the existing key and basic skills and GCSEs. Functional skills are core elements of English, mathematics and ICT that provide individuals with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work. Functional skills standards have been developed following extensive consultation. Piloting of the functional skills qualifications will take place over the next three years with stages of development for new qualifications up to 2010.

The Leitch Review of Skills⁸ was commissioned to identify the UK's optimal skills mix in 2020 to maximize economic growth, productivity and social justice, and to consider the policy implications of achieving the level of change required. Its final report, published in December 2006, highlighted that, despite the improvement of the skills profile of working age people over the last decade, the UK still does not have a world-class skills base. Analysis in the report shows that even if the Government meets its current targets for improving skills, there will still be significant numbers of adults without qualifications and with low literacy and/or numeracy skills by 2020. The report therefore includes objectives to: increase the percentage of adults achieving the basic skills of functional literacy and numeracy; increase the number of adults qualified to at least Level 2; and shift the balance of intermediate skills from Level 2 to

⁴ *Skills: Getting on in business, getting on at work*, DfES 2005

⁵ *14-19 Education and Skills*, DfES 2005

⁶ *DfES Research & Statistics Gateway, GCSE and Equivalent Results and Associated Value Added Measures in England 2004/05 Final*, DfES 2006

⁷ *Skills: Getting on in business, getting on at work*, DfES 2005

⁸ *The Leitch Review of Skills: Prosperity for all in the global economy – world class skills. Final Report*, HM Treasury December 2006

Level 3. It is recommended that there is a focus on economically valuable skills, which should be demand-led rather than centrally planned.

To ensure the UK has the skilled workforce it needs to compete in the global economy and also to deliver the Government's long-term vision to make Britain one of the best places in the world for science, research and innovation, the Government has created a new department, the Department for Innovation, Universities and Skills (DIUS). This Department - along with a new Department for Children, Schools and Families - replaces the former Department for Education and Skills (DfES). The DIUS will be responsible for a range of issues that include further and higher education (including *Skills for Life*) from the ages of 19+.

NOCN Skills for Life Policy

It can be seen that the groups outlined as priority through Government policy are supported in their learning or can be reached through Open College Networks and their member organisations. Skills for Life is therefore a key policy area for NOCN. As a national Awarding Body our Mission Statement supports learning and widens opportunity by recognising achievement through credit based courses and qualifications. Our Skills for Life units and qualifications provide the underpinning steps to enable learners to progress with their literacy, language, numeracy or ICT skills. Our aim at NOCN is to ensure that:

- Qualifications, products and services, whether discrete Skills for Life qualifications or qualifications developed for sector/subject areas, meet the needs of learners developing their literacy, language, numeracy or ICT skills.
- Member organisations using N/OCN products and services are supported to deliver Skills for Life learning opportunities to learners to promote social inclusion, widen participation and community engagement and transformation.
- Learners can improve their functional skills and have their achievement recognised through the award of credit so that they are able to progress through lifelong learning, further education, training and employment.

To help drive forward NOCN's Skills for Life strategy, NOCN is working with QCA, alongside other Awarding Bodies, on the development of approaches to functional skills assessment and qualification design. Trials of functional skills assessments and qualifications are due to start in September 2007.

The Skills for Life Guide provides details of NOCN Skills for Life units and qualifications plus models and guidance for embedding Skills for Life learning opportunities into other NOCN qualifications, so that learners can develop literacy and/or numeracy skills alongside other general or vocational learning. The Guide also provides information on funding adult literacy, language and numeracy provision, and provides useful links to teaching and learning information, resources and Open College Network contacts who can support Centres in using NOCN qualifications.

[Back to contents](#)

NOCN Skills for Life Units and Qualifications

All NOCN Entry Level, Level 1 and Level 2 Skills for Life units are part of nationally accredited qualifications:

- The Entry Level literacy and numeracy units are all included in the Entry Level Literacy and Numeracy qualifications
- Entry Level Certificate in Essential Skills - Adult Literacy (Northern Ireland)
- Entry Level Certificate in Essential Skills - Adult Numeracy (Northern Ireland)
- The Level 1 and Level 2 literacy and numeracy units are included in the Qualifications for Progression
- ICT Skills for Life units at Entry 3 are also included in the Qualifications for Progression
- The Level 1 and Level 2 Certificates in Adult Literacy and Adult Numeracy are the National Tests in Adult Literacy and Numeracy operated by Key and Basic Skills Awarding Bodies. NOCN provide these qualifications working with our technical partner, Exam on Demand, using on-screen delivery
- ESOL Skills for Life qualifications are available at Entry 1, Entry 2 and Entry 3
- ESOL for Work qualifications are available at Entry 3 and Level 1

In addition NOCN has financial literacy qualifications, developed in conjunction with the Basic Skills Agency.

Details of all NOCN qualifications can be viewed on the [NOCN website](#).

The QCA's [National Database of Accredited Qualifications website](#) also provides details of all nationally recognised qualifications.

The database allows users to search by a number of criteria, such as accredited qualification or unit, sector subject area or job occupation. There are also links to major education websites and a directory of awarding bodies.

To search for NOCN qualifications:

1. Enter NOCN into the 'qualification search' box
2. Use the 'search within results' box to find specific qualifications

NOCN Entry Level Certificate in Adult Literacy
QCA No: 100/1451/2

Please click on the following hyperlinks to access the Entry Level Certificate in Adult Literacy [NOCN Qualification Guide](#) and [NDAQ entry](#).

Age range: The qualification is available for Pre 16, 16-18, 18+, 19+.

This qualification aims to:

- Develop skills, knowledge and understanding at Entry Level in each of the three skill areas of
 - Reading
 - Writing
 - Speaking and Listening
- Develop the basic building blocks that learners need in order to use literacy skills effectively in everyday life.
- Promote success for learners in other areas of learning through the ability to apply literacy skills efficiently and confidently at this level.
- Draw upon learners’ previous knowledge and experience to develop new skills and understanding in literacy at Entry Level.

Achievement Summary

To achieve the qualification, learners are internally assessed in units covering the three skill areas of Reading, Writing and Speaking and Listening and need to successfully complete externally set assessments in Reading and Writing. Learners can take units at sub-levels of Entry appropriate to their needs. The learner’s profile of achievement in each skill area will be identified on the qualification certificate. Unit certification is awarded to learners who have achieved in one or two skill areas only.

Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference
Reading	Entry 1	3	HD3EQQ009	H/100/9767
Reading	Entry 2	3	HD3EQQ010	H/100/9767
Reading	Entry 3	3	HD3EQQ011	H/100/9767
Writing for Meaning	Entry 1	3	HD3EQQ003	M/100/9769
Writing for Meaning	Entry 2	3	HD3EQQ004	M/100/9769
Writing for Meaning	Entry 3	3	HD3EQQ005	M/100/9769
Speaking and Listening	Entry 1	3	HD3EQQ006	K/100/9768
Speaking and Listening	Entry 2	3	HD3EQQ007	K/100/9768
Speaking and Listening	Entry 3	3	HD3EQQ008	K/100/9768

Punctuation and Grammar	Entry 1	3	HD3EQQ012	D/100/9766
Punctuation and Grammar	Entry 2	3	HD3EQQ013	D/100/9766
Punctuation and Grammar	Entry 3	3	HD3EQQ014	D/100/9766
Practical Spelling	Entry 1	3	HD3EQQ015	Y/100/9765
Practical Spelling	Entry 2	3	HD3EQQ016	Y/100/9765
Practical Spelling	Entry 3	3	HD3EQQ017	Y/100/9765

NOCN Entry Level Certificate in Adult Numeracy

QCA No: 100/1770/7

Please click on the following hyperlinks to access the Entry Level Certificate in Adult Numeracy [NOCN Qualification Guide](#) and [NDAQ entry](#).

Age range: The qualification is available for Pre 16, 16-18, 18+, 19+.

This qualification aims to:

- Develop skills, knowledge and understanding at each of the sub-levels of the three areas of mathematics:
 - Understanding and using mathematical information
 - Calculating and manipulating mathematical information
 - Interpreting results and communicating mathematical information.
- Develop the basic building blocks that learners need in order to use numeracy skills effectively in everyday life.
- Provide opportunities to develop skills in problem solving involving number.
- Promote success for learners in other areas of learning through an understanding of numbers and the relationship between them and an ability to manipulate numbers efficiently and confidently at the standard required for Entry Level.
- Draw upon learners' previous knowledge and experience to develop new skills and understanding in Numeracy at Entry 1, Entry 2 and Entry 3.
- Identify opportunities to progress to other appropriate learning opportunities, in particular Level 1 Key Skill in the Application of Number and Level 1 Certificate in Adult Numeracy.

Achievement Summary

The qualification recognises achievement at each of the sub-levels of Entry Level: Entry 1, Entry 2 and Entry 3. To achieve the qualification at a specific sub-level, learners must be entered for the relevant unit and successfully complete an externally set assessment at that sub-level. Each unit of the qualification can be separately certificated; however to gain the full qualification learners must achieve all six units at the same sub-level i.e. Entry 1, Entry 2 or Entry 3. The qualification is certificated at the same level as the achievement of all six units.

Title	Level	10 Hour Credit	NOCN Unit Code	QCA Unit Reference
Number and Money	Entry 1	3	HD4EQQ015	K/101/4906
Addition	Entry 1	3	HD4EQQ016	K/101/5389
Subtraction	Entry 1	3	HD4EQQ017	D/101/5390
Time	Entry 1	3	HD4EQQ018	H/101/5391
Measures and Shape	Entry 1	3	HD4EQQ019	K/101/5392
Data Handling	Entry 1	3	HD4EQQ020	M/101/5393
Number and Fractions	Entry 2	3	HD4EQQ009	T/101/5394
Addition, Subtraction and Money	Entry 2	3	HD4EQQ010	A/101/5395
Multiplication	Entry 2	3	HD4EQQ011	F/101/5396
Time	Entry 2	3	HD4EQQ012	J/101/5397
Measures and Shape	Entry 2	3	HD4EQQ013	L/101/5398
Data Handling	Entry 2	3	HD4EQQ014	R/101/5399
Number and Fractions	Entry 3	3	HD4EQQ003	A/101/5400
Decimals and Money	Entry 3	3	HD4EQQ004	F/101/5401
Addition, Subtraction and Multiplication	Entry 3	3	HD4EQQ005	J/101/5402
Division	Entry 3	3	HD4EQQ006	L/101/5403
Measures, Shape and Time	Entry 3	3	HD4EQQ007	R/101/5404
Data Handling	Entry 3	3	HD4EQQ008	Y/101/5405

NOCN Entry Level Certificates in Essential Skills

The qualifications below are exclusively for use in Northern Ireland. For further details of content and use of qualification, please contact info@ocnni.org.uk.

Unit Title	Level	National Accreditation Number
Certificate in Essential Skills - Adult Literacy	Entry	100/3296/4
Certificate in Essential Skills - Adult Numeracy	Entry	100/3297/6

NOCN Adult Literacy and Numeracy Units at Levels 1 and 2

Age range: The qualification is available for 16-18, 18+ and 19+.

These units are included in the NOCN [Qualifications for Progression](#). They can be selected from the core units (Sector 14.1). Please also see the [NDAQ entry](#) for details of the Qualifications for Progression. Learners can achieve a NOCN Qualification for Progression if units are successfully completed and they fulfill the requirements for achieving the Qualification at the appropriate level. The literacy and numeracy units can be used to underpin individual learning programmes to encourage learners to develop their reading, writing, speaking, listening and number skills and to gain credit for their achievement. Learners should be offered progression routes to the National Literacy and Numeracy Tests at Levels 1 and 2 as their skills at appropriate levels are established.

NOCN Adult Literacy Units at Levels 1 and 2

Please click on the NOCN Unit Code below to access the relevant unit guide.

Unit Title	Level	10 Hour Credit	NOCN Unit Code	QCA Unit Reference
Using Reading for Meaning	One	3	HD3/1/QQ/015	A/102/9975
Improving Spelling Skills	One	3	HD3/1/ QQ/014	F/102/9945
Using Spelling Rules and Strategies	One	3	HD3/1/QQ/016	F/102/9976
Using Writing for Meaning	One	3	HD3/1/QQ/017	L/102/9978
Demonstrating Speaking and Listening Skills	One	3	HD3/1/QQ/012	T/102/9926
Developing Punctuation and Grammar Skills	One	3	HD3/1/QQ/013	H/102/9937
Developing Reading Strategies	Two	3	HD3/2/QQ/013	T/103/0123
Improving Spelling Skills	Two	3	HD3/2/QQ/015	Y/103/0132
Using Spelling Rules and Strategies	Two	3	HD3/2/QQ/016	A/103/0141
Using Writing for Meaning	Two	3	HD3/2/QQ/017	R/103/0162
Improving Punctuation and Grammar Skills	Two	3	HD3/2/QQ/014	L/103/0130
Demonstrating Speaking and Listening	Two	3	HD3/2/QQ/012	J/103/0109

NOCN Adult Numeracy Units at Levels 1 and 2

Unit Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference
Understanding Data Handling	One	3	HD4/1/QQ/012	F/102/9959
Understanding and Using Shapes	One	3	HD4/1/QQ/011	M/102/9956
Using Common Measures	One	3	HD4/1/QQ/015	M/102/9973
Using Calculations: Fractions, Decimals, Percentages	One	3	HD4/1/QQ/013	K/102/9972
Using Calculations: Whole Numbers	One	3	HD4/1/QQ/014	H/102/9971
Understanding and Using Numbers	One	3	HD4/1/QQ/010	K/102/9955
Understanding Shape Using Pythagoras and Trigonometry	Two	3	HD4/2/QQ/011	T/103/0154
Using Algebra and Graphs ⁹	Two	3	HD4/2/QQ/012	R/103/0159
Numeracy in Context – Planning a Mathematical Project	Two	3	HD4/2/QQ/008	T/103/0137
Understanding Data Handling and Probability	Two	3	HD4/2/QQ/010	Y/103/0146
Understanding Common Measures and Shape ⁹	Two	3	HD4/2/QQ/009	R/103/0145
Using Calculations	Two	3	HD4/2/QQ/013	J/103/0160

[Back to contents](#)

⁹ These units are not mapped to the National Standards in Numeracy

NOCN ICT Units at Entry 3

Age range: The qualification is available for 16-18, 18+ and 19+.

These units are included in the [Qualifications for Progression](#). They can be selected from the optional units (Sector 6.2). Please also see [NDAQ](#) for details of the NOCN Qualifications for Progression (enter 'NOCN, progression' into the 'qualification search' box). Learners can achieve a NOCN Qualification for Progression if units are successfully completed and they fulfill the requirements for achieving the Qualification at the appropriate level. The ICT units can be used to underpin individual learning programmes to encourage learners to develop these skills and to gain credit for their achievement. Learners should be offered progression routes to the most relevant qualifications as their skills at appropriate levels are established.

NOCN ICT Units at Entry 3

Unit Title	Level	10 Hour Credit Value	QCA Unit Reference	NOCN Unit Code
Introduction to Using Graphics Software	Entry 3	1	F/102/9895	CQ5/E3/QQ/001
Introduction to Personal Digital Photograph Processing	Entry 3	1	J/102/9896	KJ1/E3/QQ/001
Introduction to Selecting Information Using the Internet	Entry 3	1	L/102/9897	CR1/E3/QQ/001
Introduction to Using E-mail and Text Messaging	Entry 3	1	R/102/9898	CR3/E3/QQ/001
Introduction to Using Desk Top Publishing Applications	Entry 3	1	Y/102/9899	CQ2/E3/QQ/001
Introduction to Using Spreadsheet Software	Entry 3	1	F/102/9900	CP3/E3/QQ/001
Introduction to Using the Internet	Entry 3	1	J/102/9901	CR1/E3/QQ/002
Introduction to Using the Internet for Shopping	Entry 3	1	L/102/9902	CR1/E3/QQ/003

Introduction to using Word Processing Software	Entry 3	1	R/102/9903	CQ1/E3/QQ/001
Introduction to Using ICT Systems	Entry 3	3	Y/102/9904	CP1/E3/QQ/001

[NOCN Qualifications for Progression](#)

Qualification Title	National Accreditation Number
NOCN Entry Level Award for Progression (Entry 3)	100/4961/7
NOCN Entry Level Certificate for Progression (Entry 3)	100/4962/9
NOCN Level 1 Award for Progression	100/4963/0
NOCN Level 1 Certificate for Progression	100/4964/2
NOCN Level 1 Diploma for Progression	100/4965/4
NOCN Level 2 Award for Progression	100/4966/6
NOCN Level 2 Certificate for Progression	100/4967/8
NOCN Level 2 Diploma for Progression	100/4968/X

[Back to contents](#)

NOCN Level 1 Certificate in Adult Literacy	QCA No: 100/3234/4
NOCN Level 2 Certificate in Adult Literacy	QCA No: 100/3235/6
NOCN Level 1 Certificate in Adult Numeracy	QCA No: 100/3277/0
NOCN Level 2 Certificate in Adult Numeracy	QCA No: 100/3278/2

Age range: The qualifications are available for Pre 16, 16-18, 18+, 19+.

Please use the links below to access the NDAQ information for each qualification:

[NDAQ NOCN Level 1 Certificate in Adult Literacy](#)
[NDAQ NOCN Level 2 Certificate in Adult Literacy](#)
[NDAQ NOCN Level 1 Certificate in Adult Numeracy](#)
[NDAQ NOCN Level 2 Certificate in Adult Numeracy](#)

These are the National Tests in Adult Literacy or Numeracy at Levels 1 or 2. Learners can be offered access to the NOCN National Tests on-screen as part of their individual learning programme at a point where the learner is most likely to achieve a successful outcome.

There is no prescribed route to any of the NOCN National Tests. They are not unit based and are stand alone qualifications. Learners should be offered the opportunity to take a National Test at any time during their learning programme. For learners, achievement of the National Test marks their progress and encourages them to move on to achieve other units and qualifications.

Practice tests are available to encourage learners to try out the Tests for themselves before taking a Test for real. This helps to remove anxiety about the process of taking tests on-screen. The [Move On website](#) provides numerous resources and a selection of practice tests. The [Item Bank website](#) allows centres/tutors to create practice tests from a bank of questions.

NOCN works with its technical partner, Exam on Demand, to provide these qualifications using on-screen delivery. For further information on becoming an approved NOCN E-Assessment Centre, please follow the links to the online registration form and information from the Skills for Life section on the [NOCN website](#).

E-assessment allows an NOCN-approved centre to offer assessments, including tests, on its existing computers. Tests can be taken almost immediately. Feedback is immediate and results are processed for certification in days.

The benefits are:

- The convenience of on-demand testing
- Immediate temporary results slip and feedback for students and staff
- Improved assessment experience for students

- Reduced administration
- Faster delivery of certificates

A centre needs:

- Internet access for administrators – for student registration and results upload
- A room containing networked or stand-alone Windows PCs (Pentium 2 or above) suitable for taking tests
- An invigilation resource

Centres receive the following package:

- Software installation
- Training for invigilators and administrators
- Limited number of re-sits
- Simple administration and registration processes
- Immediately printable on-screen results
- Certificates within ten working days
- Access to telephone support (during office hours)

NOCN Certificates in ESOL Skills for Life

NOCN Entry Level Certificate in ESOL Skills for Life (Entry 1)

NOCN Entry Level Certificate in ESOL Skills for Life (Entry 2)

NOCN Entry Level Certificate in ESOL Skills for Life (Entry 3)

Age range: The qualifications are available for 16-18, 18+, 19+.

Please use the links below to access the NDAQ information for each qualification:

[NDAQ NOCN Entry Level Certificate in ESOL Skills for Life \(Entry 1\)](#)

[NDAQ NOCN Entry Level Certificate in ESOL Skills for Life \(Entry 2\)](#)

[NDAQ NOCN Entry Level Certificate in ESOL Skills for Life \(Entry 3\)](#)

These qualifications form part of a suite of qualifications that can be flexible, accessible and delivered in a range of contexts to meet needs of learners identified with ESOL needs below Level 1. Each of the qualifications has a unit based approach. This allows learners to achieve in small steps and gain separate certification for the three modes of Speaking and Listening, Reading and Writing at appropriate levels to their learning needs. This builds confidence for the achievement of whole qualifications over time. The qualifications

contribute to the Government's Skills for Life initiative by providing assessment of ESOL designed around the standards for adult literacy and the Adult ESOL Core Curriculum.

Qualification Title	National Accreditation Number	Qualification Guide
NOCN Entry Level Certificate in ESOL Skills for Life (Entry 1)	100/5987/8	Click to access ESOL Entry 1 Guide
NOCN Entry Level Certificate in ESOL Skills for Life (Entry 2)	100/5988/X	Click to access ESOL Entry 2 Guide
NOCN Entry Level Certificate in ESOL Skills for Life (Entry 3)	100/5989/1	Click to access ESOL Entry 3 Guide

Achievement Summary

To achieve the full qualification at Entry 1, Entry 2 or Entry 3, learners must satisfactorily achieve all the three mandatory units:

- Speaking and Listening – internally set and internally marked assessment tasks
- Reading – externally set assessments, internally marked by centre
- Writing – externally set assessments, internally marked by centre

To accommodate 'spiky profiles' learners can be assessed in different modes at different levels. When they have achieved all three units of Speaking and Listening, Reading and Writing, the qualification will be awarded at the level of the lowest unit. Units achieved at a higher level can then be carried forward for up to three years. When the learner has achieved all three units at the higher level, the whole qualification is then awarded at the higher level.

'Spiky Profile' example

A learner may be ready to be assessed in Reading and Writing at Entry 2 but may have Speaking and Listening skills judged to be at Entry 3 so is assessed for this mode at Entry 3. If all three units are successfully achieved, the learner is awarded the Certificate in ESOL Skills for Life at Entry 2, but already has one unit at Entry 3 to carry forward. When the learner achieves the other two units at Entry 3 they are then awarded the Certificate in ESOL Skills for Life at Entry 3.

[Back to contents](#)

NOCN Certificates in ESOL for Work

Age range: Available from September 2007, the NOCN Certificates in ESOL for Work qualifications are specifically designed to meet the needs of those in or seeking work. The qualifications are available for learners aged 16-18, 18+, 19+.

The qualifications are available at Entry Level 3 and Level 1 with units in:

- Reading for Work
- Speaking and Listening for Work
- Writing for Work

The qualification structure is as follows:

Unit title	Credit	Hours	Achievement required for Entry 3 qualification	Achievement required for Level 1 qualification
Reading for Work	6	60	Entry 3	Level 1
Speaking and Listening for Work	6	60	Entry 3	Level 1
Writing for Work	3	30	Entry 2 or Entry 3	Entry 3 or Level 1
Total	15 credits	150 hours		

Learners undertaking a Certificate in ESOL for Work are required to demonstrate skills for Speaking and Listening for Work and Reading for Work at the level of the qualification. However, the writing element can be achieved at one level below the qualification.

The qualifications are assessed through internally set assessments which are marked and internally moderated by the Centre and externally moderated by NOCN. Exemplar assessment tasks are provided but Centres may also devise their own internal assessments. This assessment strategy enables learners to take qualifications at any time and in any learning environment. It offers providers opportunities to tailor assessment and delivery for specific cohorts and work-related contexts.

NOCN Financial Literacy Qualifications

NOCN Entry Level Award and Certificate in Financial Literacy (Entry 3) NOCN Level 1 Award and Certificate in Financial Literacy

Please click on the following hyperlinks to access the NDAQ entry:

[NDAQ NOCN Entry Level Award in Financial Literacy \(Entry 3\)](#)

[NDAQ NOCN Entry Level Certificate in Financial Literacy \(Entry 3\)](#)

[NDAQ NOCN Level 1 Award in Financial Literacy](#)

[NDAQ NOCN Level 1 Certificate in Financial Literacy](#)

Age range: The qualifications are available 16-18, 18+, 19+.

These qualifications are designed to develop personal finance knowledge. A basic understanding of how financial responsibility informs financial practices is a key element of these qualifications. They enable learners to consider how they can begin to make informed decisions based on their personal circumstances and begin to appreciate how other people may make different decisions based on their personal circumstances and their priorities.

Each unit within the qualifications has been mapped to the Adult Financial Capability Framework (AFCaF). The AFCaF is an agreed framework of skills produced in conjunction with the Financial Services Authority and the Basic Skills Agency. Links relating to the framework and financial literacy are provided in [Appendix 1](#).

The qualifications can be used alongside NOCN literacy and numeracy qualifications using the embedded approaches outlined in this Guide.

Achievement Summary

The qualifications require achievement of the specified units as detailed in the Qualification Guides. The methodology for assessment is:

- Internally set and internally assessed
- Internally moderated
- Externally moderated

Qualification Title	National Accreditation Number	Qualification Guide
NOCN Entry Level Award in Financial Literacy (Entry 3)	100/4856/X	Click to access Entry Level Award Financial Literacy
NOCN Entry Level Certificate in Financial Literacy (Entry 3)	100/4857/1	Click to access Entry Level Certificate Financial Literacy
NOCN Level 1 Award in Financial Literacy	100/4854/6	Click to access Level 1 Award Financial Literacy
NOCN Level 1 Certificate in Financial Literacy	100/4855/8	Click to access Level 1 Certificate Financial Literacy

Financial Literacy Entry Level Units

NOCN Unit Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference	Mandatory or Optional
Sorting Out Your Finances	Entry 3	3	HE1/E/QQ/001	T/102/9229	Mandatory
Making Choices in Paying for Goods and Services	Entry 3	3	HE1/E/QQ/002	K/102/9230	Mandatory
Costs in Setting Up a Home	Entry 3	3	HE1/E/QQ/003	M/102/9231	Optional
Keeping Track of Your Money	Entry 3	3	HE1/E/QQ/004	T/102/9232	Optional
Your Income	Entry 3	3	HE1/E/QQ/005	A/102/9233	Optional

Financial Literacy Level 1 Units

NOCN Unit Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference	Mandatory or Optional
Household Finances	One	3	HE1/1/QQ/006	Y/102/9224	Mandatory
Managing an Account	One	3	HE1/1/QQ/007	D/102/9225	Mandatory
Local and National Finances	One	3	HE1/1/QQ/008	H/102/9226	Optional
Financing Travel	One	3	HE1/1/QQ/009	K/102/9227	Optional
Saving or Borrowing	One	3	HE1/1/QQ/010	M/102/9228	Optional

[Back to contents](#)

NOCN other provision – Skills for Life

In addition to national qualifications, NOCN also has nationally available pre-entry units and Level 1 and Level 2 pre-test units.

NOCN Pre-Entry Units

These units can be used to support entry level literacy and numeracy programmes. NOCN has used the milestones in the Adult Pre-Entry Curriculum Framework to design units, which will allow for the recognition and award of credit for learning achievements. Each NOCN unit is carefully mapped to the milestones provided in the National Adult Pre-Entry Curriculum Framework. Please see [Teaching and Supporting Skills for Life Learners section](#) for details on accessing the National Adult Pre-Entry Curriculum Framework.

The pre-entry units set out the entitlement to learning literacy and numeracy for adults with learning difficulties and/or disabilities who have not yet reached Entry 1 in the Adult Literacy and Adult Numeracy Core Curricula. They can be used as a basis for teachers and trainers to develop learning programmes, and to support literacy and numeracy at pre-entry level in their own settings. They provide clear and detailed steps to enable learners to progress towards Entry 1 in a structured way.

NOCN Pre-entry Units

Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference
NOCN Pre-Entry Units – Literacy				
Contexts for Communication (linked to milestone 2b)	Entry	3	HD3EQQ021	Not Applicable
Contexts for Communication (linked to milestone 3b)	Entry	3	HD3EQQ022	Not Applicable
Reading and Writing-Sentence and word foci (linked to milestone 4/5)	Entry	3	HD3EQQ033	Not Applicable
Reading and Writing-Sentence and word foci (linked to milestone 6)	Entry	3	HD3EQQ034	Not Applicable
Reading and Writing-Sentence and word foci (linked to milestone 7)	Entry	3	HD3EQQ035	Not Applicable
Reading and Writing-Sentence and word foci (linked to milestone 8)	Entry	3	HD3EQQ036	Not Applicable
Reading and Writing-Text Focus (linked to milestone 4)	Entry	3	HD3EQQ028	Not Applicable
Reading and Writing-Text Focus (linked to milestone 5)	Entry	3	HD3EQQ029	Not Applicable
Reading and Writing-Text Focus (linked to milestone 6)	Entry	3	HD3EQQ030	Not Applicable
Reading and Writing-Text Focus (linked to milestone 7)	Entry	3	HD3EQQ031	Not Applicable
Reading and Writing-Text Focus (linked to milestone 8)	Entry	3	HD3EQQ032	Not Applicable
Speaking and Listening (linked to milestone 4)	Entry	3	HD3EQQ023	Not Applicable
Speaking and Listening (linked to milestone 5)	Entry	3	HD3EQQ024	Not Applicable
Speaking and Listening (linked to milestone 6)	Entry	3	HD3EQQ025	Not Applicable
Speaking and Listening (linked to milestone 7)	Entry	3	HD3EQQ026	Not Applicable
Speaking and Listening (linked to milestone 8)	Entry	3	HD3EQQ027	Not Applicable

Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference
NOCN Pre-Entry Units – Numeracy				
Common Measures (linked to milestone 7)	Entry	3	HD4EQQ027	Not Applicable
Common Measures (linked to milestone 8)	Entry	3	HD4EQQ028	Not Applicable
Handling Data (linked to milestone 5)	Entry	3	HD4EQQ031	Not Applicable
Handling Data (linked to milestone 6)	Entry	3	HD4EQQ032	Not Applicable
Handling Data (linked to milestone 7)	Entry	3	HD4EQQ033	Not Applicable
Handling Data (linked to milestone 8)	Entry	3	HD4EQQ034	Not Applicable
Measures, Shape and Space (linked to milestone 5)	Entry	3	HD4EQQ025	Not Applicable
Measures, Shape and Space (linked to milestone 6)	Entry	3	HD4EQQ026	Not Applicable
Number (linked to milestone 5)	Entry	3	HD4EQQ021	Not Applicable
Number (linked to milestone 6)	Entry	3	HD4EQQ022	Not Applicable
Number (linked to milestone 7)	Entry	3	HD4EQQ023	Not Applicable
Number (linked to milestone 8)	Entry	3	HD4EQQ024	Not Applicable
Shape and Space (linked to milestone 7)	Entry	3	HD4EQQ029	Not Applicable
Shape and Space (linked to milestone 8)	Entry	3	HD4EQQ030	Not Applicable

NOCN Levels 1 and 2 Pre-Test Units

Learners who are able to progress quickly to achievement of the National Tests can gain credit for their skills along the way. These units have been designed to help learners practise their literacy and numeracy skills and provide a fast route to NOCN National Tests in Literacy or Numeracy at Levels 1 or 2. NOCN are in the process of reviewing the use of these units.

Title	Level	10 Hour Credit Value	NOCN Unit Code	QCA Unit Reference
Pre-test Literacy	1	3	HD31QQ009	Not applicable
Pre-test Literacy	2	3	HD32QQ007	Not applicable
Pre-test Numeracy	1	3	HD41QQ009	Not applicable
Pre-test Numeracy	2	3	HD42QQ007	Not applicable

[Back to contents](#)

Embedding Skills for Life in NOCN courses and qualifications

What is embedded learning?

‘Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications and to succeed in life and at work’.¹⁰

NOCN has taken part in the DfES Skills for Life Strategy Unit Embedding Skills for Life Project for Awarding Bodies. During 2005/2006 NOCN developed models for embedding Skills for Life so that learners can develop their literacy and/or numeracy skills alongside other NOCN courses and qualifications.

NOCN’s previous Awarding Body practice had been to map units to the Adult Literacy Core Curriculum and Adult Numeracy Core Curriculum at Entry Level. The new models and templates provide more support and guidance for deliverers of programmes and show how learners can work toward units of Entry Level literacy and numeracy qualifications as well as gain achievement in the “context” qualification.

Aims of the models

The aims of the models are to:

- link together NOCN general and vocationally related units and qualifications with NOCN literacy and numeracy units at Entry 1, Entry 2 and Entry 3 to illustrate how a learner can achieve a National Qualification and, in this context, develop their literacy and/or numeracy skills and gain recognition for this achievement by working towards and accumulating credit based units at Entry sub levels;
- show how to draw out explicit literacy and numeracy skills at Entry sub levels through qualification units so that learners can be encouraged to develop those literacy and/or numeracy skills that they require to work in particular contexts such as those needed in vocational settings that may be described through relevant National Occupational Standards;
- show how spiky profiles of learners in literacy and numeracy at Entry level can be catered for where these may be at or below the level of the “context” qualification;
- provide templates for those working with learners to enable models to be developed to meet individual learning needs;
- support progression opportunities for learners in developing their literacy and/or numeracy skills.

¹⁰ DfES, 2005 <http://www.dfes.gov.uk/readwriteplus/embeddedlearning/search.cfm>

The models do not aim to be prescriptive. The templates developed for the models can be used flexibly and can be developed according to the needs of individual learners. The models can be used to identify skills gaps and to focus on learner needs whilst achieving a national qualification. For each unit, the models have been worked out at Entry 1, Entry 2, and Entry 3 to show how templates can be developed for learners 'spiky skills profiles'.

The templates can be developed with the guidance and support of Skills for Life specialists and could be delivered by non-Skills for Life specialists, although specialist support should be available to support delivery if required.

NB The embedding approach and models provided, although at Entry Level, could be developed to support teachers using *Access for All* to make the Adult Core Curricula for learners with learning difficulties and disabilities accessible. The approach could also be used at Levels 1 and 2 to encourage learners to develop their skills and progress to National Tests in Literacy or Numeracy at Levels 1 or 2 as appropriate. For more information on Access for All, please see the [Teaching and Supporting Skills for Life Learners section](#) of this guide.

How the Models Work

The models use the NOCN Qualifications for Progression (PQs) to show how templates can be developed. Entry 3 units are chosen to demonstrate how literacy can be embedded are core units from the qualification:

- Introduction to Teamwork Skills
- Introduction to Developing a Personal Learning Programme
- Introduction to Understanding and Achieving Personal Learning Goals

An optional PQ unit from Construction, Planning and the Built Environment at Level 1 has also been chosen to embed numeracy:

- Developing Wallpapering Skills

The models for the Developing Wallpapering Skills unit are included here to show how the templates work. These can be examined alongside the learning outcomes and assessment criteria required to achieve Entry Level numeracy units at Entry 3.

Example

While completing the assessment criteria for ‘Developing Wallpapering Skills’, the learner can complete the suggested activities, which would lead to the completion of assessment criteria for Entry Level numeracy units. For example, while a learner is undertaking a wallpapering activity in the Qualification for Progression unit which involves mixing adhesive, it is envisaged that there will be underpinning activities involving experimenting with liquids and containers to aid understanding of capacity and weight thus enabling achievement of the relevant learning outcome for Measures and Shape in the Entry Level Numeracy unit, at the appropriate sub level.

Tutors may also wish to develop a centre devised assessment for the relevant Entry Level literacy or numeracy unit, in addition to working up embedded unit information that enable learners to develop their skills. These would need to be benchmarked against the published exemplars in the literacy and numeracy qualification guides and would need to be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

Please note that the development of assessment sheets is not a mandatory part of the models but they are offered here as examples of how they could be produced.

The models and templates that have been developed for the PQ units listed below are included in the Appendices:

- Developing Wallpapering Skills (models worked at Entry 1 and Entry 2) – [Appendix 4](#)
- Introduction to Teamwork Skills – [Appendix 5](#)
- Introduction to Developing a Personal Learning Programme – [Appendix 6](#)
- Introduction to Understanding and Achieving Personal Learning Goals – [Appendix 7](#)

Blank templates are also included in [Appendix 9](#) for your use, so that you may develop these as required.

A Learning Resource Pack has been produced to show how learning resources could be developed to support delivery of NOCN units and qualifications. The Learning Resource Pack ‘Developing Wallpapering Skills’ has been produced to support delivery of NOCN units and qualifications. The pack is included in [Appendix 8](#).

Suggested activities which could provide the underpinning knowledge needed to complete the Learning Outcomes and assessments to progress or achieve Entry Level Literacy or Numeracy Units

NOCN Qualification Details

Entry Level Literacy/Numeracy Unit(s) details

Learning Outcomes		Assessment Criteria	Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
The learner will:	The learner can:				Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
1. Be familiar with equipment and materials.	1.1 Select an appropriate range of tools and materials for the job, for example, plumb line, tape measure, paste brush and table, smoothing brush, paste, paper.	MSS1/E3.3,4, 1.1 In groups or pairs, imagine that you have your own Painting and Decorating company. Using a variety of sources (phone book, A-Z, Internet) locate local hardware stores. Estimate how far away they are from your base, in kilometres and miles. Find out how far away they are accurately. Compare and record findings. Find the opening and closing times of each store. Decide which store you are going to use and what tools you may need to buy.	(All criteria) 1.1 Identify the units for measuring longer distances (kilometres and miles). 1.2 Read and record distances on road signs. 1.3 Discuss the use of miles in UK and kilometres in other countries. 1.4 Estimate distance in miles when following and giving directions. (All criteria) 6.1 Tell the time in five minute intervals on analogue clocks. 6.2 Tell the time in five minutes intervals on 12 hour digital clocks. 6.3 Tell the time in five			

Records for tutors/assessors to use, if they wish, to track the achievement of the assessment criteria within the relevant Entry Level Skills for Life unit; when it was achieved; who witnessed the achievement and where the evidence can be found in the learner's portfolio

*** Excerpt Only – Continues on further sheets. Blank templates are provided in Appendix 5**

Sheet can be developed to provide an overview of Assessment Information linking an NOCN qualification unit to Entry Level Literacy/Numeracy qualification assessment opportunities as appropriate

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One	Entry Level Literacy / Numeracy Unit (s) Details: Measures, Shape and Time
Assessment Activities from the Assessment Grid	Benchmark Assessment Tasks
<ul style="list-style-type: none"> • Written question & answer/test/exam (optional) • Oral question & answer (optional) • Project (optional) • Practical demonstration (prescribed) 	See Description Below

+ **Entry 3 Numeracy Unit(s)**

The Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments.

This unit aims to assess the ability to wallpaper a given surface using correct procedures. This unit also aims to assess the ability to use measure, shape and time using appropriate units, equipment and vocabulary in context at Entry 3. Note that the assessment criteria can also be used for Speaking and Listening (see Certificate in Adult Literacy).

Task components

To put a first drop of wallpaper onto a wall.

- Discuss what tools are appropriate for the decorating procedure. Identify where and when to purchase tools, in terms of distance of retail outlets, times of opening/closing. Identify the units for measuring longer distances (Kilometres, miles). Estimate distance in miles when following and giving directions.
- Estimate the time taken for performing the task, using analogue and digital timings. Use a calendar to arrange a suitable day for doing the task on a Monday giving actual date and time on a given Monday.
- Identify the correct tools and materials.
- Identify any defects in the surface.
- Estimate length and width of the room, height of the door and windows. Select appropriate instruments and units of measurements to measure the room accurately.
- Measure the length and width of the wall reading and recording lengths in decimal notation using metric measurements.
- Set up a workstation.

Centre devised assessment for Entry Level Literacy and Numeracy qualifications need to be benchmarked against the published benchmark in the qualifications. They need to be scrutinised and confirmed through quality assurance arrangements and standardisation activities.

<p>Qualification Title: NOCN Qualification for Progression</p> <p>Unit: Developing Wallpapering Skills</p> <p>Level: One</p>	<p>Entry Level Literacy /Numeracy Unit (s) Details:</p> <p>Measures, Shape and Time</p>
<p>Assessment Activities from the Assessment Grid</p>	<p>Benchmark Assessment Tasks</p>
<ul style="list-style-type: none"> • Written question & answer/test/exam (optional) • Oral question & answer (optional) • Project (optional) • Practical demonstration (prescribed) 	<p><u>See Description Below</u></p>

Entry 3 Numeracy Unit(s)

The Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments.

This unit aims to assess the ability to wallpaper a given surface using correct procedures. This unit also aims to assess the ability to use measure, shape and time using appropriate units, equipment and vocabulary in context at Entry 3. Note that the assessment criteria can also be used for Speaking and Listening (see Certificate in Adult Literacy).

Task components

To put a first drop of wallpaper onto a wall.

- Discuss what tools are appropriate for the decorating procedure. Identify where and when to purchase tools, in terms of distance of retail outlets, times of opening/closing. Identify the units for measuring longer distances (Kilometres, miles). Estimate distance in miles when following and giving directions.
- Estimate the time taken for performing the task, using analogue and digital timings. Use a calendar to arrange a suitable day for doing the task on a Monday giving actual date and time on a given Monday.
- Identify the correct tools and materials.
- Identify any defects in the surface.
- Estimate length and width of the room, height of the door and windows. Select appropriate instruments and units of measurements to measure the room accurately.
- Measure the length and width of the wall reading and recording lengths in decimal notation using metric measurements.

- Set up a workstation.
- Mix adhesive. Select appropriate units of capacity and weight. Estimate, using a variety of weights and containers the capacity and weight of adhesive/water needed. Measure accurately the amounts required. Record and compare the estimations with the actual measurements.
- Identify a way that the paper can be measured. Record answers for length in metres, centimetres, millimetres.
- Apply cut paper using the correct folding procedures. Complete a table to show the number of sides, angles, lines of symmetry and tessellation properties of wallpaper pieces.
- Use a plumb line for the first drop. Investigate angles.
- Correctly trim the paper.
- Butt the paper correctly.
- Clean all tools and tidy up. Time how long the job has taken.

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 3 Measures, Shape and Time	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
1. Be familiar with equipment and materials.	1.1 Select an appropriate range of tools and materials for the job, for example, plumb line, tape measure, paste brush and table, smoothing brush, paste, paper.	MSS1/E3.3,4, 1.1 In groups or pairs, imagine that you have your own Painting and Decorating company. Using a variety of sources (phone book, A-Z, Internet) locate local hardware stores. Estimate how far away they are from your base, in kilometres and miles. Find out how far away they are accurately. Compare and record findings. Find the opening and closing times of each store. Decide which store you are going to use and what tools you may need to buy.	(All criteria) 1.1 Identify the units for measuring longer distances (kilometres and miles). 1.2 Read and record distances on road signs. 1.3 Discuss the use of miles in UK and kilometres in other countries. 1.4 Estimate distance in miles when following and giving directions. (All criteria) 6.1 Tell the time in five minute intervals on analogue clocks. 6.2 Tell the time in five minutes intervals on 12 hour digital clocks. 6.3 Tell the time in five minute intervals using am and pm. 6.4 Record the time in five minute intervals using am and pm.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 3 Measures, Shape and Time Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
2. Plan and prepare for the project.	2.1 Identify obvious defects in the surface to be papered. 2.2 Estimate the number of complete drops needed to cover the surface area. 2.3 Set up a workstation in a given position.	MSS1/E3.3,5-9, 2.1 From a range of given tools, select the appropriate ones for the task. 2.2, 2.5 Estimate the size of the surface to be measured and estimate how many drops will be needed. Measure the area accurately using a variety of instruments. Compare and record results. Estimate how long the job will take. Use a calendar to plan the process of buying tools, finishing the job and cleaning tools. Give estimated timings of how long each activity will take. 2.3 Follow instructions to set up the workstation.	(All criteria) 2.1 – 2.8 Estimate, measure and compare length using appropriate units and instruments. (All criteria) 6.1 - 6.4, Read and record the time in five minute intervals using am and pm. (All criteria) 7.1 Recognise day, month and year in common date formats 7.2 Read the date from a calendar. 7.3 Record the date in common format. (All criteria) 8.1 Use time and date in at		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 3 Measures, Shape and Time Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
	<p>2.4 Mix adhesive as directed.</p> <p>2.5 Measure straight drop, making an allowance for trimming and cut paper.</p> <p>2.6 Mark a plumb line from a given starting point.</p>	<p>2.4 Estimate the amount of adhesive required. Compare the different sizes and weights of adhesive packs. From loose adhesive weigh the amount estimated. Identify which containers will be needed to mix the adhesive in. Measure the amount of water required with a measuring jug.</p>	<p>least two different everyday situation.</p> <p>(All criteria) 3.1 - 3.8, Estimate, measure and compare weight using appropriate units and instruments.</p> <p>(All criteria) 4.1 - 4.7, Estimate, measure and compare capacity using appropriate units and instruments.</p>		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 3 Measures, Shape and Time	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
3 Apply a plain wallpaper.	3.1 Apply adhesive to the paper, ensuring even and complete coverage. 3.2 Fold paper appropriately before applying to wall. 3.3 Apply first drop to the plumb line and ensure subsequent drops are butted. 3.4 Smooth paper to minimise creases. 3.5 Ensure internal and external angles are correctly finished. 3.6 Trim excess paper and remove excess paste.	MSS2/E3.1 3.1-3.6 Wallpaper the required area. Apply adhesive. Fold wallpaper appropriately. Apply the first drop to the plumb line and ensure subsequent drops are butted. Smooth paper. Ensure internal and external angles are correctly finished. Trim excess paper and remove excess paste. Record how long the job has taken. Estimate a price for the job.	9.1 Use appropriate vocabulary related to shape e.g. side, length, angle, line of symmetry. 9.2 Identify right angles on everyday items. 9.7 Identify which 2D shapes fit together without leaving gaps.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 3 Measures, Shape and Time	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
4. Maintain tools and the working area.	4.1 Clean all tools and make good the working area.	MSS2/E3.1 4.1 Find a suitable box to store excess wallpaper. Flat pack any left over boxes. Discuss best way to pack the van or store room e.g. stacking different size buckets to save space.	9.8 Investigate ways of stacking 3D shapes of the same size.		

Delivering embedded learning – teacher collaboration

Research carried out by the National Research and Development Centre for Adult Literacy and Numeracy (NRDC) has shown the success of embedding. Case studies have shown how literacy and numeracy work can be built into vocational courses as diverse as Indian head massage, nursing and horticulture.¹¹

The research has produced striking findings:

- 93 per cent of literacy learners in the sample gained qualifications on fully embedded courses compared with only 50 per cent where the literacy component was taught in a separate and unconnected way.
- The figures for numeracy were 93 per cent and 69 per cent respectively.
- The embedded courses that the NRDC surveyed also had better retention rates (78 per cent compared with only 63 per cent for non-embedded courses).

NRDC have explored what an embedded approach means for the staff concerned. In an article published in the TES on 19 May 2006, Helen Casey an associate director of the NRDC, based at the Institute of Education, University of London: www.nrdc.org.uk states:

‘It means numeracy, literacy and vocational teachers working together to ensure that learners’ different needs are catered for. It means teachers planning "behind the scenes" so that the numeracy concepts implicit in a vocational task are introduced at an appropriate stage of the course.

In essence, the challenge is for teachers to find new ways of co-operating with one another. Teachers from different backgrounds have to be prepared to learn from each other, which is not necessarily easy.

NRDC research is, however, showing that collaboration is happening, even though it sometimes requires teachers to change long-established practices and attitudes. To be effective, teams of teachers need time together, which means they must be timetabled to be in the same place at the same time. If teachers work in different subject areas, this can often require a whole-organisation commitment to embedding.

There is no single best model. Each organisation needs to devise approaches that suit its own context, the skills of individual teachers and the learners themselves. The fact is, that well-developed teaching skills and good relationships between teachers are more important than almost any model of embedding.’

¹¹ “You wouldn’t expect a maths teacher to teach plastering...” *Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement* NRDC 2006

The article cautions though against a model where vocational teachers take dual responsibility for vocational and literacy/numeracy learning. Collaboration between teachers bringing skills together is recommended. The article can be viewed on the TES website at http://www.tes.co.uk/search/story/?story_id=2237862

[Back to contents](#)

Delivering NOCN Skills for Life Units and Qualifications

Centres wishing to offer NOCN provision should, in the first instance, contact their Open College Network for information and support. A list of Open College Network contacts for the English regions, Wales and Northern Ireland can be found on the NOCN website at www.nocn.org.uk. Each Open College Network also has a Skills for Life and ESOL lead person who can provide additional support within their OCN. These contact names are provided in [Appendix 3](#).

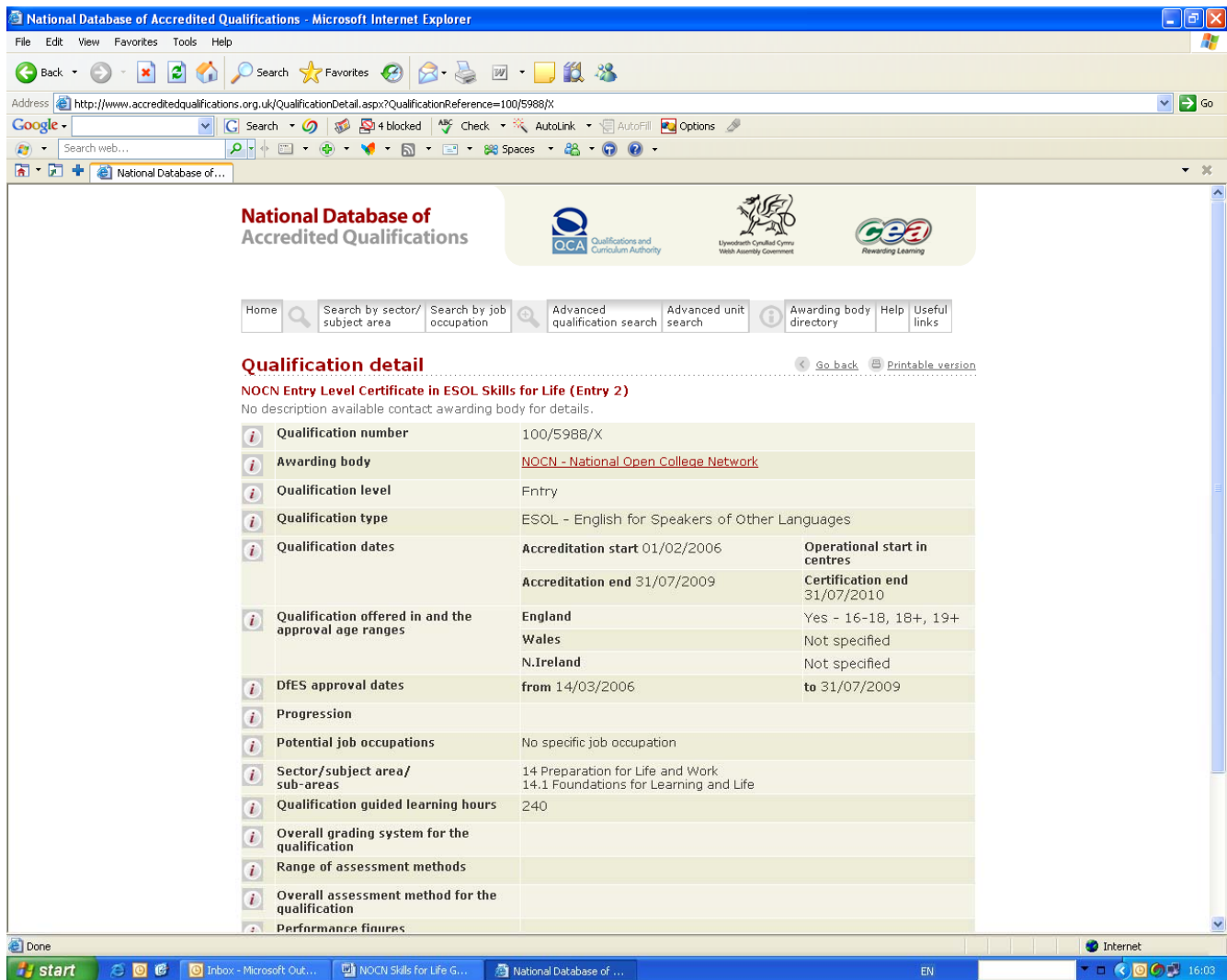
The NOCN Centre Handbook provides information on Centre Approval processes, NOCN policies and quality assurance arrangements for operating NOCN units and qualifications. Qualification Guides provide specific qualification information.

Funding Skills for Life Provision

Qualifications and Curriculum Authority (QCA)

The QCA's [NDAQ website](#) provides details of all nationally recognised qualifications.

As an example, the following screenshot provides the qualification information on the NDAQ website for the NOCN Certificate in ESOL Skills for Life (Entry 2):



National Database of Accredited Qualifications

Home Search by sector/subject area Search by job occupation Advanced qualification search Advanced unit search Awarding body directory Help Useful links

Qualification detail [Go back](#) [Printable version](#)

NOCN Entry Level Certificate in ESOL Skills for Life (Entry 2)
No description available contact awarding body for details.

Qualification number	100/5988/X	
Awarding body	NOCN - National Open College Network	
Qualification level	Entry	
Qualification type	ESOL - English for Speakers of Other Languages	
Qualification dates	Accreditation start	01/02/2006
	Accreditation end	31/07/2009
Qualification offered in and the approval age ranges	Operational start in centres	
	Certification end	31/07/2010
DfES approval dates	England	Yes - 16-18, 18+, 19+
	Wales	Not specified
	N.Ireland	Not specified
Progression	from 14/03/2006	to 31/07/2009
Potential job occupations	No specific job occupation	
Sector/subject area/sub-areas	14 Preparation for Life and Work 14.1 Foundations for Learning and Life	
Qualification guided learning hours	240	
Overall grading system for the qualification		
Range of assessment methods		
Overall assessment method for the qualification		
Performance figures		

Learning and Skills Council (LSC)

Key funding about qualifications can be found in the LSC Funding Guidance document:

[Click here to access the LSC Funding Guidance for Further Education in 2007/08](#)

The specific section on Skills for Life is on pages 351 – 407.

Funding information can be viewed by visiting the LSC Learning Aim Database (LAD).

Learning Aim Database

The LSC LAD contains information about all LSC-recognised learning aims offered by providers who return ILR data to the Council. It includes learning aim information required to complete ILR data returns, as well as funding and statistical data. Please click on the hyperlink to access the [Learning Aim Database](#) on-line.

There are options to search the current database or download the database (current and archived versions) in various formats. The online LAD and the latest download represent the most current data. The LAD holds data for three teaching years.

Data amendments

The information in the LAD is updated monthly. Aims are added/amended based on details received from a variety of sources, including DfES, QCA, awarding bodies and providers. In the first two weeks of the month, data updates are published in spreadsheets on the 'LAD data amendments' page of the website. The LAD is then populated with that information, which goes live in the last week of the month.

Searching the LAD


It is possible to search the LAD using a range of criteria. To search the LAD, insert the Aim Reference which should be the QCA reference number from the NOCN Qualification Guide or NDAQ information. These numbers are listed in the qualification details in this Guide. Another search route is to enter the Awarding Body name or qualification title.

The search brings up key details for the qualification which includes the LSC Funding Status and National Rate information. If this section is completed the qualification is a listed qualification with the national rate included. If the National Rate is left blank the qualification is loadbanded.

As an example, the following screenshot from the LAD shows details of the NOCN Certificate in ESOL Skills for Life (Entry 2) on the Learning Aims Database:

Learning Aim Database - Aim Key Details - Microsoft Internet Explorer

Address: http://providers.lsc.gov.uk/LAD/aims/aimKeyDetails.asp?LAId=233882&AYId=56

Learning Aim Database - Aim Key Details  Leading learning and skills

Annual Values 2006/07:

[Key Details](#) | [Aim Details](#) | [Shared](#) | [FE](#) | [WBL](#) | [ACL](#) | [TTG](#) | [Sector Frameworks](#) | [Print All Aim Details](#)

Learning Aim Title: Certificate in ESOL Skills for Life (Entry 2)
Learning Aim Reference: 1005988X
Awarding Body: NOCN - National Open College Network
Learning Aim Type: 0016 - Certificate
Teaching Year: 2006/07

Recommended Indicator: Y - For learners starting their aim now - this is a recommended code
Superseding Aim:
Awarding Body Aim Reference:
Notional Level v2: E - Entry Level
Notional HVQ Level: E - entry level
Aim Discontinued: N
Non LSC Funded Status: 1 - Valid
LSC Funding Status: 03 - section 96 and section 97 - check DfES list
OCA accreditation and/or DfES approval do not guarantee that an aim is LSC funded.
Accreditation End Date: 31/07/2009
Approval End Date: 31/07/2009
Certification End Date: 31/07/2010
Level 2 Category: X - Not Applicable
Level 3 Category: X - Not Applicable
FE Status: 1 - Code available
19+ Notional Rate 1: 1,233.37
19+ Notional Rate 2:
19+ Notional Rate 3:
FE Programme Weighting Factor: F - Programme Weighting Basic Skills - 1.4
WBL Status:
Funding Category:
Is this a Technical Certificate?:
Rate 16-18:
Rate 19+:
ACL Status: 1 - Code available
TTG Status:
TTG Weighting Factor:
TTG Rate 1:
TTG Rate 2:
Last Changed: 25/07/2006 19:38:09

Sources of information on Skills for Life funding on LSC website

Further details of funding OCN provision and Skills for Life can also be found in the following places:

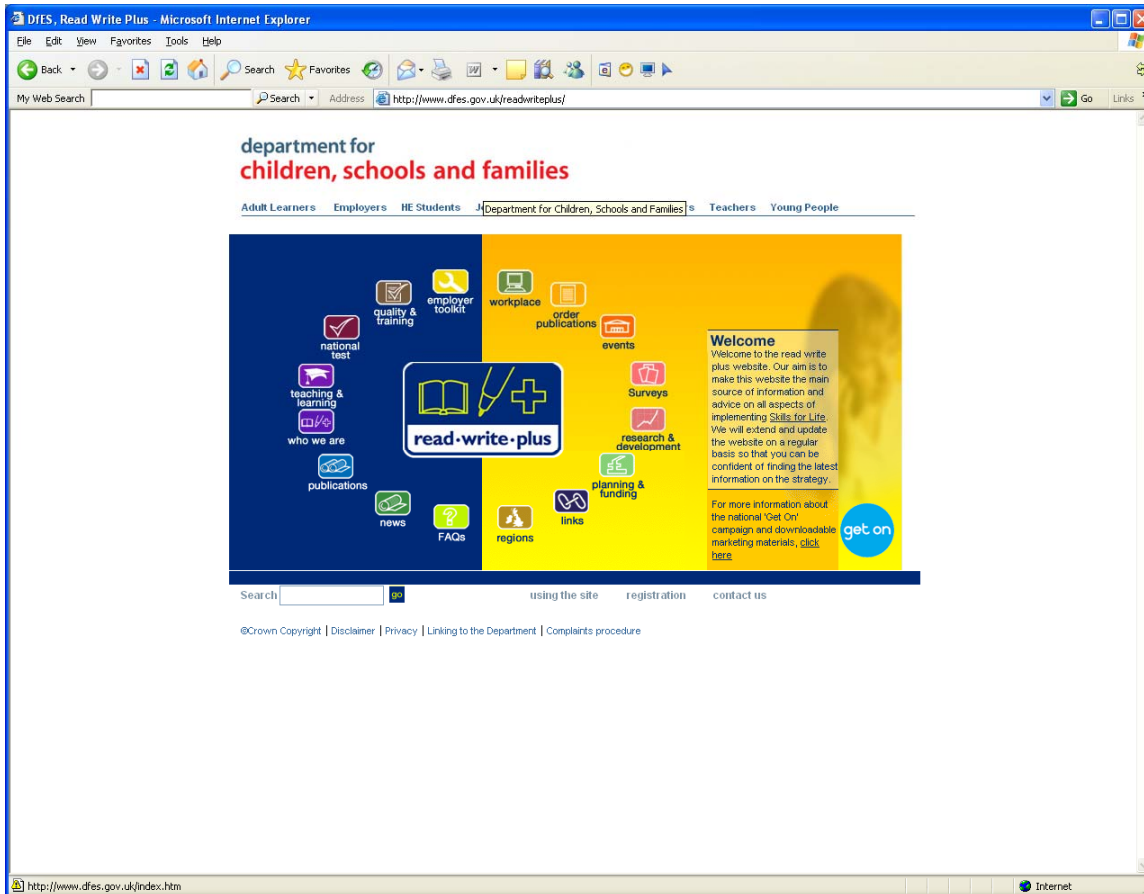
[LSC's ILR Documents 2007/08](#)

[NOCN Funding Guide](#)

[Back to contents](#)

Teaching and Supporting Skills for Life Learners

The [Read Write Plus website](http://www.dfes.gov.uk/readwriteplus/) provides a main source of information and advice on all aspects of implementing Skills for Life.



The section on *Teaching and Learning* provides brief descriptions of the main elements of the learning infrastructure. It also offers links to pages with more in-depth information, including details of how to order publications, sources of guidance and information about training where appropriate.

The National Standards

The National Standards for Adult Literacy and Numeracy provide the basis for the whole learning infrastructure. The literacy standards cover the skills of speaking and listening, reading and writing. The numeracy standards cover the skills of interpreting, calculating and communicating mathematical information. The standards:

- are set at Entry level and Levels 1 and 2 of the national qualifications framework
- describe three sub-levels of achievement within Entry level: Entry 1, Entry 2 and Entry 3
- provide a progression framework for the core curricula in literacy, numeracy and ESOL, which set out clear goals for learners and their teachers
- provide nationally agreed benchmarks against which the literacy, language and numeracy skills of the adult population can be assessed through national tests and national qualifications

For further information on Skills for Life levels, please see [Appendix 2](#).

Curricula for Literacy, Numeracy, ESOL, Pre-entry and Access for All

The Curriculum Documents

National curriculum documents have been produced for Adult Literacy, Numeracy, ESOL and Pre-entry. The *Access for All* Guidance Manual has been developed to provide a guide for teachers of learners with learning difficulties and/or disabilities. The documents set out the specific literacy, language and numeracy skills, knowledge and understanding required to meet the national standards at each level.

The above curriculum documents can be ordered from DfES Publications:

Tel: 0845 60 222 60

Email: dfes@prolog.uk.com

Fax: 0845 60 333 60

Read Write Plus website www.dfes.gov.uk/readwriteplus/

Interactive Skills for Life Curricula

Interactive versions of the Adult Literacy and Numeracy Core Curricula, searchable and cross referenced to the guidance manual *Access for All*, are available at:

- Literacy with *Access for All*: www.dfes.gov.uk/curriculum_literacy
- Numeracy with *Access for All*: www.dfes.gov.uk/curriculum_numeracy

Interactive versions of the Adult ESOL Core Curriculum and the Adult Pre-entry Curriculum Framework for Literacy and Numeracy are also available in fully searchable format:

- ESOL: www.dfes.gov.uk/curriculum_esol
- Pre-entry: www.dfes.gov.uk/curriculum_pre-entry

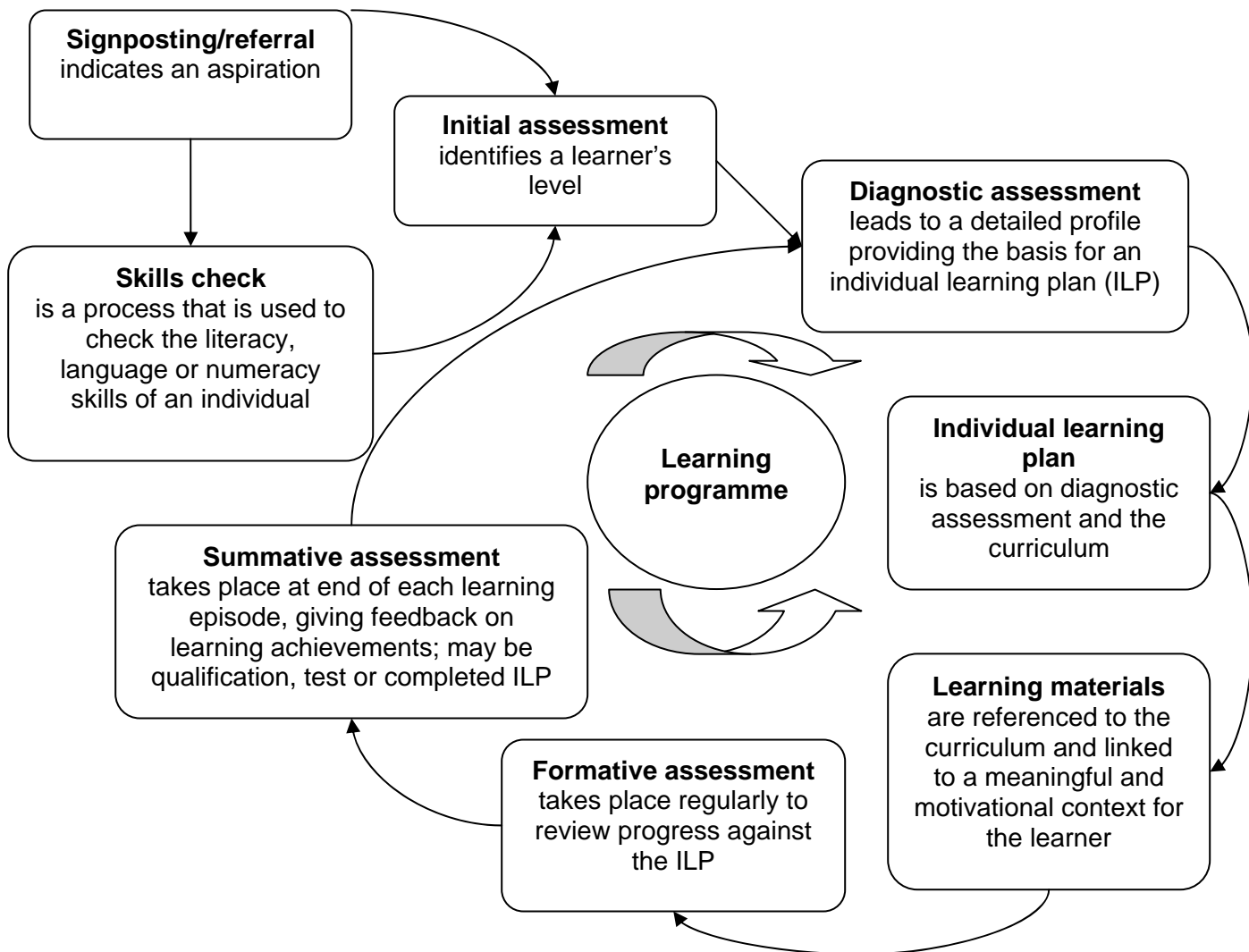
Copies of interactive CD-ROM versions of all the curricula are also available to order from DfES Publications as above. Information on the curricula is available on the Read Write Plus website via the following links:

www.dfes.gov.uk/readwriteplus/LearningInfrastructureCurricula
www.dfes.gov.uk/readwriteplus/Curriculum_documents

[Back to contents](#)

The Learning Journey

“The Learning Journey” describes the various stages that a learner should experience; from initial referral to learning provision, right through to final assessment. The following chart¹² is a useful reference to assist in understanding the learning process.



¹² DfES, 2005

1. Signposting/Referral

Individuals are *signposted* when they are given information on where they can find further information, advice, guidance or learning provision. The individuals act on their own behalf to follow this information up.

Individuals are *referred* when they are transferred to a source of more in-depth information, advice, guidance, related services or learning provision. This process is mediated by the adviser, who makes an appointment for the client or gives the client's details to a provider. Referral always requires the client's permission. The adviser then contacts the agency to ensure that the referral has taken place.

The first unit of the Level 2 Adult Learner Support Qualification provides ideal training in Skills for Life awareness and signposting.

2. Skills Check

A skills check is a screening process that is used to check the literacy, language or numeracy skills of an individual. It is used to identify learners who might benefit from more in-depth assessment of their skills. The process usually takes about 10 minutes.

Only a practitioner trained in the use of a skills check or screening tool may administer a skills check. The Level 2 Adult Learner Support Qualification provides practitioners with these skills.

3. Initial Assessment

Initial assessment helps to place learners in learning programmes that are at the right level for them. It does this by measuring a learner's separate skills in writing, reading, numeracy and language against a level or levels within the national standards.

Initial assessment should be administered by a practitioner (i.e. the assessor) trained to at least Level 3, under the supervision of a Level 4 subject specialist teacher. If assessors are using a paper-based initial assessment process, they should allow about 40–50 minutes to assess each skill; if they are using the computer-based tools, which are non-linear, the process should take 30–40 minutes for each skill. In both cases, however, many learners will need less time than the time indicated.

Initial assessment is usually followed by detailed diagnostic assessment.

4. Diagnostic Assessment *

Diagnostic assessment identifies a learner's strengths and weaknesses and highlights any skills gaps. It helps provide a detailed learner profile against the standards and curriculum documents and should also be used to inform and structure a learner's individual learning plan (see point 5) to use as a basis for a programme of study. This process takes several hours and should be carried out as part of a learner's learning programme.

5. Individual Learning Plan (ILP)

An individual learning plan is an outcome of Initial and Diagnostic assessment. It sets out the learner's plan to learn, a timetable for learning, ways of learning and resources required. ILPs are compiled, reviewed and developed by the specialist teacher in consultation with the learner.

6. Formative Assessment *

Formative assessment helps both learner and teacher to review progress and is a central part of the learning process. It will take place during a learning programme on a regular basis. It helps learners and their teachers to identify progress in relation to the learning plan. Progress should be recorded and new learning goals identified.

7. Summative Assessment *

Summative assessment provides evidence of what a learner has achieved at the end of each learning episode. It provides feedback to a learner and teacher on achievements in relation to the standards and curriculum documents. Summative assessment may take the form of a record of achievement, a unit of qualification, a whole qualification or a test.

* Ongoing Diagnostic, Formative and Summative assessments should be carried out by a Literacy/Numeracy/ESOL specialist teacher.

The above information on the Learning Journey is also available on the [DfES Read Write Plus website](#):

- [Click here to download the learning journey diagram](#)
- [Click here to download the written description of the learning journey](#)

The DfES Skills for Life assessment tools and guidance are available on the [Tools Library website](#).

Teaching and Learning Materials

The Skills for Life learning materials for literacy, numeracy and ESOL are paper-based and available on CD-ROM. They are referenced to the national curriculum documents.

The Teaching and Learning Materials webpage on the [Read Write Plus website](#) also provides details of a Resource Pack for staff teaching literacy, language and numeracy. The pack contains specialist sections on teaching learners who have a range of learning difficulties and/or disabilities and is available to access online. This section also provides information on how to order free copies of *Working with Refugees and Asylum Seekers: Support materials for ESOL providers*. The final version is now available to download from the website in PDF and word format.

- [Click here for further information on how to order the Learning Materials, the Staff Resource Pack & the Working with Refugees and Asylum Seekers support pack](#)
- [Click here if you would like to access the PDF versions of the paper-based Learner Materials for literacy, numeracy, and ESOL](#)

Skills for Life Materials for Embedded Learning

The Skills for Life Strategy Unit has commissioned the development of materials for embedded learning. Skills for Life Materials for Embedded Learning aim to help learners to improve the literacy, language or numeracy skills they need to succeed at work, in community-based activities or as part of vocational training programmes. The materials are professionally produced, and by the end of the project in June 2006 they covered 20 vocational and community contexts. The materials are mapped to the Adult Core Curricula for Literacy and Numeracy, the Key Skills Standards and National Occupational Standards wherever relevant.

Please see the [Embedded Learning Portal](#) for more details and to access the materials.

NOCN Teaching and Learning Resources developed through the Embedding Project

As part of the Embedding Project NOCN has produced an example of how learning resources could be developed to support delivery of NOCN units and qualifications. Please see the [Embedding Skills for Life in NOCN courses and qualifications](#) section of the Guide for further details. The Learning Resource Pack 'Developing Wallpapering Skills' has been produced to support delivery of the NOCN Entry Level 2 Measures and Shape Unit. The pack is included in [Appendix 8](#).

Move On

The Move On website provides free resources and materials for the National Tests in Adult Literacy and Numeracy www.move-on.org.uk. Move On focuses on positive engagement, focused delivery and achievement at Entry 3, Level 1 and Level 2. Support materials for organisations and learners are detailed below.

www.move-on.org.uk for teacher support, teaching and learning resources, Move On with your learners, the Learner Route, Hot Topics, practice tests, Move Up, quizzes (In order to access many of these support materials you will need to join the Move On crowd)	
Focus on: Teacher support www.move-on.org.uk: free resources	
The Learning Journey: Move On to test success (literacy and numeracy)	This module has been produced to support trainers of <i>Skills for Life</i> teachers (Level 4). It offers ideas for supporting learners to success, focusing on each step of the assessment process (see also Purpose of assessment).
The Move On approach: a teacher support pack	Materials and activities for teachers with little experience in organising learning that follows the Move On approach.
Linking resources to delivery (literacy and numeracy)	Lists of resources to develop and practise skills, mapped to the literacy and numeracy curricula.
Learning chunks	Learning chunks provide a model of how teachers can support development of individual elements of the core curriculum. They could also form the basis of a staff development session to encourage staff to share best practice.
Move On maths methods	How do you add, subtract, multiply and divide? What sort of approach can you use to support learners? This module provides an overview of some of the most commonly used strategies for calculation.
Focus on: Teaching and learning resources www.move-on.org.uk: free resources	
Preparation for testing	A six-hour module developed to help providers prepare learners for the National Certificates in Adult Literacy and Numeracy.
Short course for learners	Short course designed for groups of learners with similar abilities who are working towards the same test.
Move your CV on	This module gives learners the opportunity to develop their job-search skills and gain a national qualification at Level 1 or 2.
Money management	This resource gives learners the opportunity to develop their

plus	financial literacy skills and gain a national qualification at Level 1 or 2.
Focus on: Move On with your learners www.move-on.org.uk : free resources	
<p>Move On with your learners</p> <ul style="list-style-type: none"> • Background • Taster • Modules 1-10 	<p>Enables participants to brush up and consolidate personal Level 2 literacy or numeracy skills, while at the same time developing strategies to support their own learners and gain the National Certificate in Adult Literacy or Numeracy. Each module contains a specific skills focus, support strategy tips and skills and test practice.</p>

[Back to contents](#)

Useful links – teaching and learning

Basic Skills Agency www.basic-skills.co.uk

Move On website provides free resources and materials for the National Tests in Adult Literacy and Numeracy www.move-on.org.uk

DfES Skills for Life assessment tools and guidance www.toolslibrary.co.uk

The Embedding Skills for Life in Vocational Qualifications web site, supporting Awarding Bodies to embed adult literacy, numeracy and ESOL Skills for Life opportunities with vocational and occupational qualifications www.totallyskilled.co.uk/index.htm

The talent website is for Skills for Life teachers across the UK www.talent.ac.uk/

BBC's Skills for Life/Skillswise website www.bbc.co.uk/skillswise

Useful links – National and Regional Data and Networks

Skills for Life Survey

The Skills for Life survey of adult literacy and numeracy skills¹³ shows the progress of the Government's *Skills for Life* strategy is making. The results of the survey found that:

- 1.7 million (5 per cent) of adults aged 16-65 have literacy skills below Entry Level 3, and 5.2 million (16 per cent) fall below Level 1
- 6.8 million (21 per cent) of adults aged 16-65 have numeracy skills below Entry Level 3, and 15 million (47 per cent) fall below Level 1
- Only one in four (26 per cent) of men aged 16-24 reached Level 2 or above in the numeracy assessment, compared to 37 per cent of men aged 25-34.

[Click here to access the Skills for Life survey](#) (summary report)

The Read Write Plus survey website allows users to find adult skills need estimates across England for literacy, numeracy, information communication and technology and ESOL.

The estimates of skills need have been modelled from the Skills for Life Survey data. The site provides estimates of adult skills need for different local areas including:

- Government Office Regions
- Local Learning and Skills Councils

¹³ *Skills for Life Survey: a national needs and impact survey of literacy, numeracy and ICT skills*, Department for Education and Skills, October 2003

- Districts
- Wards

[Click here to access the Skills for Life Survey website](#)

National Research and Development Centre for adult literacy and numeracy (NRDC)

NRDC was established by the DfES as part of the Skills for Life strategy. NRDC is dedicated to conducting research into adult literacy, numeracy, ESOL and ICT. They work to help improve the quality of teaching and learning so that young people and adults can progress in life and work. [Click here to access NRDC's website.](#)

Skills for Life Network

The Skills for Life Network provides on-line news and information for Skills for Life professionals. [Click here to access the Skills for Life Network.](#)

Regional LSC offices

Contact details of regional LSC offices can be found on the [LSC's website](#).

NIACE in the regions

Details of NIACE's regional strategy, events and contacts are available on the [NIACE website](#). [Click here to access NIACE regional information](#)

[Back to contents](#)

Skills for Life Teaching Qualifications

The framework of Skills for Life teaching qualifications, one strand of the Skills for Life Strategy, came into effect between September 2001 and September 2003.

The following publications provide more information on the different routes to teaching and supporting Skills for Life learners, and are available from [DfES Publications](#):

Skills for Life: adult literacy, language and numeracy – New Specialist *Skills for Life* Teachers (ref ROUTEMAP-NT)

Skills for Life: adult literacy, language and numeracy – Supporting *Skills for Life* Learning (ref ROUTEMAP-SL)

Skills for Life: adult literacy, language and numeracy – Existing *Skills for Life* Teachers (ref ROUTEMAP-ET)

The table below sets out the different roles within the Skills for Life teaching qualifications framework.

NQF level	Role title	Definition of role
2	Adult Learner Support	Supports the learner by: <ul style="list-style-type: none"> ○ Screening/identifying presence of a possible need ○ Signposting to teaching provision ○ Supports learning activities under the guidance of teacher
3	Subject Support / Teaching Assistant	Supports the teaching process by: <ul style="list-style-type: none"> ○ Screening and contributing to initial assessment ○ Contributing to Individual Learning Plans (ILPs) ○ Contributing to teaching
4	Teacher / Subject Specialist	Leads the teaching and learning with responsibility for: <ul style="list-style-type: none"> ○ ILPs ○ Full diagnostic assessment ○ Teach ○ Guiding and supporting teaching assistants (subject support) and learner support

Adult Literacy, Numeracy or ESOL teachers/subject specialists will need both a recognised teaching qualification, such as a PGCE/Cert Ed or equivalent, and the relevant subject specialist qualification for which they teach i.e.

Level 4 Certificate for Adult Literacy Subject Specialists
Level 4 Certificate for Adult Numeracy Subject Specialists
Level 4 Certificate for Adult ESOL Subject Specialists

A list of approved courses can be found on the [Standards Verification UK](#) section of LLUK's website.

Any questions about current qualifications and continuing professional development (CPD) needs can be directed to Lifelong Learning UK Ltd, the sector skills council for lifelong learning:

LLUK Helpline 020 7936 5798
Email advice@lluk.org

National Reference Point Skills for Life professional development

Existing teachers hold a variety of qualifications. The DfES stress the value of the experience of existing teachers and view their expertise in both the subject areas and in supporting students as critical in ensuring new teachers receive appropriate training.

The National Reference Point Skills for Life professional development (NRP) has been established to offer specialist information and advice to those intending to join the profession, existing teachers and learning support staff, as well as those with an interest in their development. The NRP will ensure that up-to-date information on current developments is available from a single source, which will include information on standards, qualifications and broader professional development opportunities.

Further information on the NRP can be found on [LLUK's website](#).

Skills for Life Improvement Programme

The Skills for Life Improvement Programme builds on previous initiatives, making best use of people, systems and materials to help deliver the Skills for Life Strategy in the future. The focus of the Improvement Programme is on improving the quality of the learner's experience. To this end, a wide range of relevant and effective materials from previous initiatives such as the Skills for Life Quality Initiative and others continue to be made available on the [Skills for Life Improvement Programme website](#).

The Skills for Life Quality Initiative Programme produced a range of Professional Development Modules. These modular materials have been developed to support teacher trainers involved in delivering accredited training programmes for all staff teaching literacy, numeracy and language learners. The modules are arranged in small 'bite-size' chunks to suit busy teachers and are available in the following subject areas:

- Literacy
- Numeracy
- English to Speakers of Other Languages (ESOL)
- Pre-entry Curriculum Framework (PECF)
- Learning difficulties and/or disabilities

[Click here to access the Skills for Life Quality Initiative Professional Development Modules](#)

They include detailed session plans, a range of activities and support materials, suggestions for assessment and signposting to additional resources and background reading. The materials provide an extremely useful resource for teacher trainers to select from and integrate into professional development programmes. NOCN were involved in the development of Level 2 and 3 units as part of the Skills for Life Quality Initiative for the Professional Development Programme and the QIA website strongly recommends that the modules are used as part of accredited programmes.

New Developments in the Learning and Skills Sector

Lifelong Learning UK (LLUK) is the Sector Skills Council responsible for the professional development of all those working in community learning and development, further education, higher education, libraries, archives and information services and work-based learning.

LLUK has reviewed all current standards and relevant frameworks across the learning and skills sector, for example FENTO standards, and has developed new overarching professional standards for teachers, tutors and trainer education.

In September 2007 key changes to the training and development of the further education (FE)/learning and skills workforce will be introduced. These reforms are part of the drive to further professionalise the FE workforce. New regulations will be published in late July. The specific changes will include:

- New Initial Teacher Training (ITT) pathways and qualifications leading to the award of Qualified Teacher Learning and Skills (QTLS) status including specialist Skills for Life routes and Associate Teacher Learning and Skills (ATLS) status;
- A requirement for all teachers, tutors, trainers and lecturers to fulfil at least 30 hours continuing professional development each year, with reduced amounts for part timers;
- A requirement for all teachers, trainers, tutors and lecturers to be registered with the Institute for Learning, their professional body.

For more information on the reforms, please see [LLUK'S website](#).

LLUK also provide free professional advice for those working or wanting to work in the lifelong learning sector. The LLUK Helpline is a free service funded by the Department for Education and Skills:

[LLUK's home page](#)

Telephone 020 7936 5798

Email advice@lluk.org

NOCN Developments in the Learning and Skills Sector

NOCN has worked with various agencies and organisations involved in the Skills for Life Quality Initiative, such as the Basic Skills Agency, LSDA (now two separate organisations – the QIA and the Learning and Skills Network), LLU+ and has developed with them a range of units to support accreditation opportunities for learners on the Professional Development Programmes.

NOCN has developed units for the Exploring e-learning Project, details of which are available on the following website:

<http://www.elnet.org.uk/robertleach/pages/flyer.htm>

NOCN has developed units for the ICT Skill for Life Pathfinder Project; more information on this project is available via the following links:

<http://www.niace.org.uk/research/ict/ICT-skillforlife.htm>

<http://www.ictsfl.org.uk/>

Building on the development of the units outlined above, NOCN is working with LLUK on the development of a Level 3 Award for Continuing Professional Development for Supporters of Skills for Life Adult Learners.

NOCN continues to be involved in LLUK consultations about the proposed new qualifications in the Learning and Skills Sector to identify qualification development opportunities.

[Back to contents](#)

Appendix 1 – Skills for Life Resources

Financial Literacy

The Adult Financial Capability Framework 2nd Edition can be ordered or downloaded from the Basic Skills Agency website:

<http://www.basic-skills.co.uk/resources/resourcesearchresults/detail.php?ResourceID=2124886057>

Information on the Financial Literacy Project is available via this link:

www.money-bsa.org.uk/site/page.php?cms=8&p=1

ESOL

Teaching English through ethnic minority community centres

www.communityesol.org.uk/

NATECLA (National Association for Teaching English and other Community Languages to Adults) www.natecla.org.uk/

One Stop English www.onestopenglish.com/ESOL/index.htm

Citizenship materials for ESOL learners

www.niace.org.uk/projects/esolcitizenship/

The Citizenship Foundation is an independent charity which aims to empower individuals to engage in the wider community through education about the law, democracy and society

www.citizenshipfoundation.org.uk/

Details of changes to ESOL funding

http://www.dfes.gov.uk/readwriteplus/ESOL_press_notice

Details of new ESOL for Work qualification development

http://www.dfes.gov.uk/readwriteplus/ESOL_for_Work

E-learning

Ferl provides advice and guidance service supporting individuals and organisations in making effective use of ILT within the Post Compulsory Education sector

<http://ferl.becta.org.uk/display.cfm?page=83>

learnirect provides online courses in Skills for Life and has a network of learning centres across England and Wales www.learnirect.co.uk

Department for Education and Skills e-strategy *Harnessing Technology: Transforming learning and children's services*

www.dfes.gov.uk/publications/e-strategy/

The Joint Information Systems Committee (JISC) supports further and higher education by providing strategic guidance, advice and opportunities to use Information and Communications Technology (ICT) to support teaching, learning, research and administration

www.jisc.ac.uk

Key Skills

DfES key skills website www.dfes.gov.uk/keyskills/

Key Skills Support Programme website www.keyskillssupport.net/

Information and practice tests for key skills www.keyskills4u.com/

BBC's key skills website www.bbc.co.uk/keyskills/

Learning Difficulties and/or Disability

learndirect guide on dyslexia www.ufi.com/dyslexia/

Learning Disability Awards Framework www.ldaf.org.uk/

Learning Disability website www.learningdisability.co.uk

Direct Gov website

www.direct.gov.uk/DisabledPeople/EducationAndTraining/fs/en

The British Institute of Learning Disabilities (BILD) aims and objectives include the advancement of education and research relating to learning disabilities including people with profound and multiple disabilities www.bild.org.uk/

British Dyslexia Association www.bdadyslexia.org.uk

Dyslexia Action (formerly Dyslexia Institute) www.dyslexiaaction.org.uk

Adult Dyslexia Organisation www.futurenet.co.uk

Royal National Institute of the Deaf www.rnid.org.uk/

Royal National Institute of the Blind www.rnib.org.uk

Disability Discrimination Act 1995 (DDA 1995)

www.direct.gov.uk/DisabledPeople/RightsAndObligations/YourRights/YourRightsArticles/fs/en?CONTENT_ID=4001068&chk=eazXEG

[Back to contents](#)

Regulatory authorities

Qualifications and Curriculum Authority (QCA) is a non-departmental public body in England, sponsored by the Department for Education and Skills. QCA maintains and develops the national curriculum and associated assessments, tests and examinations; and accredits and monitors qualifications in colleges and at work www.qca.org.uk.

SQA is an executive non-departmental public body sponsored by the Scottish Executive Education Department. It is the national body in Scotland responsible for the development, accreditation, assessment and certification of qualifications other than degrees www.sqa.org.uk.

The Department for Education, Lifelong Learning and Skills (DELLS) aims to improve children's services, education and training provision to secure better outcomes for learners, business, and employers in Wales.

<http://new.wales.gov.uk/about/departments/dells/?lang=en>

The Council for the Curriculum, Examinations and Assessment (CCEA) is a non-departmental public body reporting to the Department of Education in Northern Ireland. CCEA brings together the three areas of curriculum, examinations and assessment in Northern Ireland www.ccea.org.uk/.

Key stakeholders

NIACE

NIACE's aim is "to promote the study and general advancement of adult continuing education." Their strategic plan commits NIACE to: "support an increase in the total numbers of adults engaged in formal and informal learning in England and Wales; and at the same time to take positive action to improve opportunities and widen access to learning opportunities for those communities under-represented in current provision."

www.niace.org.uk

Unionlearn

Established by the TUC, Unionlearn aims to help unions to become learning organisations, with programmes for union reps and regional officers and strategic support for national officers.

www.unionlearn.org.uk/

Asset Skills is the lead Sector Skills Council for Skills for Life

www.assetskills.org.uk

Learning and Skills Network (LSN)

LSN delivers quality improvement and staff development programmes that support specific government initiatives, through research, training and consultancy; and by supplying services directly to schools, colleges and training organisations.

www.lsneducation.org.uk/

Adult Learning Inspectorate (ALI) is the inspectorate for skills, workforce development and preparation for employment. ALI have taken good practice found during inspection and created a database of tools and techniques, Excalibur, to help providers prepare for inspection and plan for continual improvement.

www.ali.gov.uk/

<http://data.ali.gov.uk/excalibur/htm/excalibur.htm>

Quality Improvement Agency

The agency is a non-departmental public body and the successor to the Learning and Skills Development Agency (LSDA). The role of the QIA is to work across the learning and skills sector to improve performance. It aims to:

- accelerate improvement in the performance of the learning and skills sector
- build the sector's capacity for self-improvement
- help the sector respond to strategic reforms
- lead the sector quality improvement strategy

<http://www.qia.org.uk/index.html>

[Back to contents](#)

Appendix 2 – Skills for Life Levels

Skills for Life Levels and the National Qualifications Framework

The table below shows an excerpt from the NQF and illustrates how the Skills for Life levels relate to other qualifications at these levels.

National Curriculum	Skills for Life	Key Skills	National Vocational Qualifications
GCSE A*-C	Level 2	Level 2	Level 2
GCSE D-G	Level 1	Level 1	Level 1
NC Level 4/5			
NC Level 3	Entry Level 3		
11 year olds			
NC Level 2	Entry Level 2		
7 year olds			
NC Level 1	Entry Level 1		
5 year olds			

Illustration of tasks expected of a Skills for Life learner at each of the Skills for Life levels

The following illustration is taken from the BSA Link Up materials.

Literacy	Numeracy	ESOL
At Level 2 someone can...		
Describe some damage for a house insurance claim	Compare the rainfall in two locations	Write a formal letter to apply for a job
At Level 1 someone can...		
Fill in an application form for a driving licence or passport	Read electricity, gas and other meters correctly	Explain something to another learner
Between Entry 1 and 3 someone can...		
Entry 3		
Understand key points in health and safety notices at work	Use a map to find a location e.g. for interview or delivery	Find information in a telephone directory
Entry 2		
Write a brief letter or postcard to family or friends	Arrange and record times for meetings	Describe symptoms to a doctor
Entry 1		
Recognise the titles of videos, magazines and newspapers	Use judgement of size and shape when packing or storing things	Introduce him/herself to others

[Back to contents](#)

Appendix 3 – NOCN Skills for Life and ESOL Contacts

OCN	ESOL Representative	Skills for Life Representative
OCN North East	Carol Wadsworth c.wadsworth@ocner.org.uk	Carol Wadsworth carol.wadsworth@ocner.org.uk
OCN North West	Hilary Williams hilary@ocnwr.org.uk	Hilary Williams hilary@ocnwr.org.uk
OCN Northern Ireland	Joanne Patterson jpatterson@ocnni.org.uk	Joanne Patterson jpatterson@ocnni.org.uk
OCN Yorkshire & Humber	Laiqa Sheikh L.Sheikh@ocnyhr.org.uk	Laiqa Sheikh L.Sheikh@ocnyhr.org.uk
OCN East Midlands	Patricia Coates-Walker Patricia.coates-walker@ocnemr.org.uk	Patricia Coates-Walker Patricia.coates-walker@ocnemr.org.uk
OCN West Midlands	Sue Burton s.burton@ocnwmr.org.uk	Sue Burton s.burton@ocnwmr.org.uk
OCN Wales	Chris Blewitt chris@ocnwales.org.uk	Gaynor Michael gaynor@ocnwales.org.uk
OCN Eastern	Phil Farrell phil.farrell@ocner.org.uk	Phil Farrell phil.farrell@ocner.org.uk
OCN London	Joanne Woolfenden j.woolfenden@ocnlr.org.uk	Joanne Woolfenden j.woolfenden@ocnlr.org.uk
OCN South West	Chris Latham chris.latham@ocnswr.org.uk	Chris Latham chris.latham@ocnswr.org.uk
OCN South East	Joanne Oliphant j.oliphant@ocnser.org.uk	Juliet Ward j.ward@ocnser.org.uk
NOCN	Jane Ellis Jane.Ellis@nocn.org.uk	Jane Ellis Jane.Ellis@nocn.org.uk

[Back to contents](#)

Appendix 4 – Developing Wallpapering Skills

<p>Qualification Title: NOCN Qualification for Progression</p> <p>Unit: Developing Wallpapering Skills</p> <p>Level: One</p>	<p>Entry Level Literacy /Numeracy Unit (s) Details:</p> <p>Measures & Shape</p>
<p>Assessment Activities from the Assessment Grid</p>	<p>Benchmark Assessment Tasks</p>
<ul style="list-style-type: none"> • Written question & answer/test/exam (optional) • Oral question & answer (optional) • Project (optional) • Practical demonstration (prescribed) 	<p><u>See Description Below</u></p>

Entry 1 Numeracy Unit(s)

The Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments.

This unit aims to assess the ability of a learner to prepare for and to execute a wallpapering activity. Through this they will be assessed on their ability to make comparisons in size, length, width, weight and capacity using appropriate language. They will be able to demonstrate the use of positional language and demonstrate an understanding of 2D and 3D shapes. Note that the assessment criteria can also be used for Speaking and Listening (see Certificate in Adult Literacy).

Task Components

To put a first drop of wallpaper onto a wall.

- Describe size and weight, making comparisons, using appropriate vocabulary and understanding that weight is independent of size.
- Set up a work station responding to everyday positional vocabulary.
- Use appropriate vocabulary to describe length and make comparisons between the length, width and height of objects.
- Recognise 2D and 3D shapes
- Decorate with wallpaper a given surface.
- Mix adhesive, describing capacity as a measure of volume and make comparisons for the capacity of items.
- Identify a way that the paper can be measured.
- Apply cut paper using the correct folding procedures.
- Use a plumb line for the first drop.

- Correctly trim the paper.
- Butt the paper correctly.
- Clean all tools and tidy up.

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
1. Be familiar with equipment and materials.	1.1 Select an appropriate range of tools and materials for the job, for example, plumb line, tape measure, paste brush and table, smoothing brush, paste, paper.	MSS1/E1.3,5, 1.1 Describe a range of tools in terms of length, width, height and weight and use direct comparisons for the size and weight of at least 2 items. Compare the length of objects with a metre rule and decide if they are longer or shorter or the same length.	(All criteria) 1.1 Identify items when described in terms of size. 1.2 Describe the size of familiar items, using appropriate vocabulary. 1.3 Compare objects in terms of size. 1.4 Sort similar objects in order of size. (All criteria) 3.1 Identify items when described in terms of weight. 3.2 Compare items of different sizes to identify which is heavier or lighter. 3.3 Compare items of the same size but different weights to identify which is heavier or lighter. 3.4 Describe the weight of familiar objects using		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
			vocabulary related to weight appropriately e.g. light, lighter, lightest.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
2. Plan and prepare for the project.	2.1 Identify obvious defects in the surface to be papered. 2.2 Estimate the number of complete drops needed to cover the surface area. 2.3 Set up a workstation in a given position.	MSS1/E1.4,6, MSS2/E1.2, 2.1 Understand everyday positional vocabulary. Explain where the defects are using positional language. 2.2 + 2.5 Discuss the size of the wall in terms of height, length and width. Use a length of wallpaper to estimate how many will be needed (up to 10) allowing for trimming of paper, cut paper. 2.3 Discuss where to set up in terms of between, near to, beside.	(All criteria) 7.1 Demonstrate understanding of vocabulary of position (to include between, inside, near to) by following oral or written directions. (All criteria) 2.1 Identify items when described in terms of length, width and height 2.2 Compare objects in terms of length, width and height. 2.3 Describe familiar objects using the vocabulary of length appropriately. (All criteria) 4.1 Identify containers		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
	<p>2.4 Mix adhesive as directed.</p> <p>2.5 Measure straight drops, making an allowance for trimming, and cut paper.</p> <p>2.6 Mark a plumb line from a given starting point.</p>	<p>2.4 Choose a container to mix the adhesive in. Discuss capacity, looking at common containers for liquids and solids. Look at containers of different shapes, which hold the same amount.</p> <p>2.6 Use a plumb line correctly.</p>	<p>when described using the vocabulary of capacity e.g. full, empty, holds more/less than, etc.</p> <p>4.2 Compare the capacity of similar containers with different capacities to decide which holds more or less.</p> <p>4.3 Identify containers of different shapes with the same capacity.</p>		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
3 Apply a plain wallpaper.	3.1 Apply adhesive to the paper, ensuring even and complete coverage. 3.2 Fold paper appropriately before applying to wall. 3.3 Apply first drop to the plumb line and ensure subsequent drops are butted. 3.4 Smooth paper to minimise creases and bubbles. 3.5 Ensure internal and external angles are correctly finished.	MSS2/E1.1 3.1 - 3.6 Prior to applying adhesive, practice folding the paper whilst identifying common 2D shapes, rectangle and square. Identify a circle and name 2D shapes. Identify tools according to shape.	(All criteria) 5.1 Identify common 2D shapes e.g. rectangle, square, circle. 5.2 Name common 2D shapes. 5.3 Sort a set of 2D shapes of different sizes according to shape including shapes in different orientations. (All criteria) 6.1 Identify 2D shapes as flat and 3D shapes as having depth by sorting a set of items containing 2D and 3D shapes. 6.2 Identify common 3D objects by sorting a set of 3D objects.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
	3.6 Trim excess paper and remove any excess paste.				

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 1 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
4. Maintain tools and the working area.	4.1 Clean all tools and make good the working area.	MSS1E1.3 4.1 Describe size of objects when packing away. Make judgements on size when packing away.	(All criteria) 1.1 Identify items when described in terms of size. 1.2 Describe the size of familiar items, using appropriate vocabulary. 1.3 Compare objects in terms of size. 1.4 Sort similar objects in order of size.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One	Entry Level Literacy /Numeracy Unit (s) Details: Measures & Shape
Assessment Activities from the Assessment Grid	Benchmark Assessment Tasks
<ul style="list-style-type: none"> • Written question & answer/test/exam (optional) • Oral question & answer (optional) • Project (optional) • Practical demonstration (prescribed) 	See Description Below

Entry 2 Numeracy Unit(s)

The Benchmark Assessment is a tool to support standardisation and to exemplify the standards required of internally set and marked assessments.

This unit aims to assess the ability to use skills to wallpaper a given surface, selecting and using correct tools. It also aims to assess the ability to use skills involving estimating and measuring, using metric measures for length, weight and capacity and to use common 2D and 3D shapes and positional vocabulary in a decorating situation. Note that the assessment criteria can also be used for Speaking and Listening (see Certificate in Adult Literacy)

Task Components

- Estimate the length and width of a wall in spans, record results and compare with others' estimates.
- Measure the length and width of a wall in metres and record using abbreviation m.
- Compare estimate in spans and measurement in metres.
- Estimate wallpaper width. Compare with others' estimates
- Measure wallpaper width with a ruler to the nearest centimetre. Record information using abbreviation cm.
- Estimate the weight of familiar objects (tools, bags of adhesive) to the nearest kilogram.
- Weigh, using metric scales the objects and compare estimated and measures weight.
- Estimate capacity using non standard measures.
- Estimate capacity to the nearest half litre.
- Measure capacity to the nearest half litre.
- Compare estimate and measured capacity.
- Compare 2D and 3D shapes using the tools of the trade e.g. compare wallpaper as a rectangular 2D shape when stretched to fit and a 3D shape when rolled.

- Follow directions to set up a workstation putting the tools in correct places, using positional vocabulary

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
1. Be familiar with equipment and materials.	1.1 Select an appropriate range of tools and materials for the job, for example, plumb line, tape measure, paste brush and table, smoothing brush, paste, paper.	MSS2/E2.1,2, 1.1 In groups or pairs, from a range of given tools, select the appropriate ones for the task. Sort tools into shapes e.g. rolled paper as a cylinder, stretched paper as a rectangle. Compare 2D and 3D shapes e.g. the face on a box of paste and its 3D cuboid shape. Name shapes using correct vocabulary. Complete a table for the tools using common 2D and 3D shapes for number of faces, edges and corners.	(All criteria) 4.1 Identify common 2D shapes. 4.2 Sort 2D shapes into sets by shape, recognising that shape is independent of size. 4.3 Complete a table for common 2D shapes for number of sides and corner, including consideration of the result for a circle. 4.4 Describe orally properties of 2D shapes using appropriate vocabulary. (All criteria) 5.1 Sort shapes into 2D and 3D sets. 5.2 Identify common 3D shapes. 5.3 Sort 3D shapes into sets by shape, recognising that shape is independent of size.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			5.4 Complete a table for common 3D shapes for number of faces, edges corners, including consideration of a cylinder. 5.5 Describe orally properties of 3D shapes using appropriate vocabulary.			

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
<p>2. Plan and prepare for the project.</p>	<p>2.1 Identify obvious defects in the surface to be papered.</p> <p>2.2 Estimate the number of complete drops needed to cover the surface area.</p>	<p>MSS1/E2.5,6,7,9, MSS2/E2.3,</p> <p>2.1 & 2.2 Estimate the size of the surface to be measured and estimate how many drops will be needed. Use hand spans and paces to measure the wall. Compare estimate with others'. Use a metric tape measure and compare measurements with estimates. Use a ruler to measure tools, wallpaper etc. Read and record the measurements in cm and m.</p>	<p>(All criteria)</p> <p>1.1 Estimate length using non-standard measures recognising that non-standard measures may vary.</p> <p>1.2 Identify metres and centimetres as fixed measures of metric length and that 1 metre = 100 centimetres.</p> <p>1.3 Compare standard and non-standard units in order to estimate the size of a metre in relation to familiar things.</p> <p>1.4 Read and record lengths given in metric units including abbreviations.</p> <p>1.5 Use a ruler to measure the length of lines to the nearest centimetre.</p> <p>1.6 Use a ruler to draw lines to the nearest centimetre.</p> <p>1.7 Use a metre rule to measure large items to the</p>		
<p>2. Plan and prepare for the project.</p>	<p>2.3 Set up a workstation.</p>	<p>2.3 Follow instructions to set up a workstation. In pairs</p>			

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
Cont...	2.4 Mix adhesive as directed.	<p>orally give each other instructions, using positional vocabulary, e.g. beside the wall, next to the door, in between the door and the window.</p> <p>2.4 Estimate the weight of adhesive eg by comparing with the weight of a bag of sugar. Compare the weight of different sizes of packs of adhesive. Read the labels and weigh the packs using scales. Record and compare the estimates with actual weights. Estimate the amount of water needed to mix the adhesive, using non-standard measures. Identify a litre as a fixed metric measure of capacity. Use a measuring</p>	<p>nearest metre and half metre.</p> <p>(All criteria) 6. 1 - 6.2 Understand and use everyday positional vocabulary.</p> <p>(All criteria) 2.1 Identify a kilogram as a fixed metric unit of weight. 2.2 Read and record weights in kilograms including abbreviations kilo and kg. 2.3 Estimate weights of items to be more than or less than a kilogram. 2.4 Estimate the weights of familiar objects to the nearest kilogram. 2.5 Using a simple balance weigh items using kilogram weights. 2.6 Identify kilogram divisions</p>			

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	<p>2.5 Measure straight drops, making an allowance for trimming, and cut paper.</p> <p>2.6 Mark a plumb line from a given starting point.</p>	<p>jug to identify a litre of water and measure the amount of water needed to mix adhesive. Record and compare estimated and actual measurements.</p> <p>2.5 & 2.6 Estimate the size of the surface to be measured and estimate how many drops will be needed. Use hand spans and paces to measure the wall. Compare estimate with others'. Use a metric tape measure and</p>	<p>when weighing items using simple scales</p> <p>2.7 Compare estimated weights to actual weights to the nearest kilogram.</p> <p>(All criteria)</p> <p>3.1 Estimate using non-standard measures of capacity recognising that non-standard measures can vary.</p> <p>3.2 Identify the litre as a fixed metric measure of capacity.</p> <p>3.3 Identify a litre, in relation to familiar objects.</p> <p>3.4 Read and record capacity in litres including the abbreviation l.</p> <p>3.5 Read and record capacity on a simple scale in whole litres.</p> <p>3.6 Estimate capacity in whole litres of containers with 1, 2 or 3</p>			

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
		compare measurements with estimates. Use a ruler to measure tools, wallpaper etc. Read and record the measurements in cm and m.	litres.			

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
3. Apply a plain wallpaper.	3.1 Apply adhesive to the paper, ensuring even and complete coverage. 3.2 Fold paper appropriately before applying to wall. 3.3 Apply first drop to the plumb line and ensure subsequent drops are butted. 3.4 Smooth paper to minimise creases and bubbles. 3.5 Ensure internal and external angles are correctly finished. 3.6 Trim excess paper and	MSS2/E2.3 3.1 – 3.6 Wallpaper the required area. Apply adhesive. Fold wallpaper appropriately. Apply the first drop to the plumb line and ensure subsequent drops are butted. Smooth paper. Ensure internal and external angles are correctly finished. Trim excess paper and remove excess paste.	(All criteria) 6.1 Demonstrate understanding of the vocabulary of position (to include between, inside, near to) by following oral or written directions. 6.2 Give oral or written directions using positional vocabulary to include between, inside, near to.		

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	remove any excess paste.					

Qualification Title: NOCN Qualification for Progression Unit: Developing Wallpapering Skills Level: One		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Entry 2 Measures and Shape	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
4. Maintain tools and the working area.	4.1 Clean all tools and make good the working area.	MSS2/E2.3 4.1 Make judgements on size when packing away tools and decide where to place them in the van or storeroom.	(All criteria) 6.1 Demonstrate understanding of the vocabulary of position (to include between, inside, near to) by following oral or written directions. 6.2 Give oral or written directions using positional vocabulary to include between, inside, near to.			

[Back to contents](#)

Appendix 5 – Introduction to Teamwork Skills

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
1. Confirm what needs to be done.	1.1 Confirm own understanding of the task that has been given. 1.2 Confirm how s/he can help achieve the objectives. 1.3 Confirm knowledge of what s/he has to do.	SLd/E1.1, SLIr/E1.1-3, SLC/E1.3-4 Working in a group, discuss and identify points 1.1, 1.2, and 1.3.	Speaking and Listening 1.1 Take turns when speaking. 1.2 Listen and respond appropriately. 1.3 Speak clearly to be heard and understood in simple exchanges. 1.4 Make requests using appropriate terms. 2.2 make statement of fact clearly. 3.1 Listen for the gist of short explanations. 3.2 Listen for details using key words to extract some specific information. 3.3 Ask questions to obtain specific information. 3.4 Follow single step instructions in a familiar		

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			context. 4.1 Engage in discussion with another person in a familiar situation. 4.2. Speak and listen in simple exchanges and everyday contexts.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
2. Work with others towards achieving given objectives.	2.1 Know what is meant by a group contract and state some conditions that might be included. 2.2 Carry out given tasks, with support if necessary, to meet own responsibilities. 2.3 Follow given guidelines to work safely. 2.4 Ask for help if needed and help others when asked.	SLd/E1.1, SLc/E1.1-4, SLlr/E1.1-3, 2.1 Discuss and agree a group contract, listing some conditions. 2.2 Discuss and agree own responsibilities. List tasks and responsibilities. 2.3 Listen and follow instructions given.	Speaking and Listening 1.1-1.4 Communicate with others. 1.5 Identify the difference between formal and informal speech. 2.2 Make statements of fact clearly. 3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
3. Identify progress.	3.1 Identify what went well. 3.2 Identify any difficulties.	SLd/E1.1, SLc/E1.1-4, SLlr/E1.1-2, Wt/E1.1, Ws/E1.1-3, Ww.E1.1-2, 3.1 3.2 Discuss what went well and any difficulties within your group. Make a list of what has been identified. Record key words in spelling dictionary.	Speaking and Listening 1.1-1.5 Communicate with others. 2.2 Make statement of fact clearly. 3.1 Listen for the gist of short explanations. 3.2 Listen for detail using key words to extract specific information. 3.3 Ask questions to obtain specific information. 4.1-4.2 Engage in discussion. Writing for Meaning 1.1 Compose a simple text for an intended audience. 2.2 Use at least 2 different formats to record or present information appropriately. 3.1 Generate legible text. Practical Spelling (All criteria)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			1.1 Recognise and sequence the letters of the alphabet in both upper and lower case. 1.2 Find a word in own personal dictionary. 1.3 Ask how to spell words. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal spelling dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
<p>4. Suggest ways of improving work with others to help achieve given objectives.</p>	<p>4.1 Confirm what s/he might do differently next time.</p> <p>4.2 Confirm personal action points for ways to improve working with others in a future shared activity.</p>	<p>Ww/E1.1-2, Wt/E1.1, Ws/E1.1-3, Rw/E1.3, SLd/E1.1, SLc/E1.1-4, SLlr/E1.1-3,</p> <p>4.1 Discuss in group how it might be done next time. Write this up in short simple sentences.</p> <p>4.2 List action points and discuss with tutor.</p>	<p>Practical Spelling (All criteria) 1.1-1.3 Locate correct spellings. 2.1 Understand own spelling strengths and weaknesses. 3.1 Maintain a personal spelling programme over time-span.</p> <p>Writing for Meaning (All criteria) 1.1 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation of writing. 3.1. Present writing appropriately.</p> <p>Punctuation and Grammar (All criteria) 1.1 Recognise and write the letters of the alphabet in upper and lower case. 1.2 Use a capital letter for 'I'.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Teamwork Skills Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			1.3 Punctuate a simple sentence with a capital letter and a full stop. 2.1 Write a simple sentence, using a main verb, a full stop and capital letter where needed. Speaking and Listening 1.1 – 1.5 Communicate with others. 2.2 Make statements of fact clearly. 3.1 – 3.3 Obtain information from others. 4.1 – 4.2 Engage in discussion.			

[Back to contents](#)

Appendix 6 – Introduction to Developing Personal Learning Programme

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
1. Consider previous skills and experience and their relevance for further learning.	1.1 State own favourite areas of learning. 1.2 List own skills in those areas. 1.3 Identify a preferred area for further learning.	SLd/E1.1, SLc/E1.1-4, SLlr/E1.1-4, Wt/E1.1, Ws/E1.1-3, Wt/E1.1 Ww/E1.1-2, Rw/E1.1-3, 1.1 Discuss with a partner/tutor, favourite areas of learning and list key words. Use spelling dictionary. 1.2 Discuss what skills are required in each area and write in a short simple sentence. 1.3 Discuss further learning and complete record of	Reading 2.1 Recognise the letters of the alphabet in upper and lower case. 2.2 Recognise common whole words and some personal key words. Writing for Meaning 1.1 Compose a simple text for an intended audience. 2.2 Use at least 2 different formats to record or present information. 3.1 Generate legible text to be understood by intended audience. Speaking and Listening (All criteria)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
		work/ILP review.	1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference
2. Seek guidance and advice in respect of own learning needs.	2.1 Consider with an appropriate person, other available learning opportunities. 2.2 Agree possible learning options.	SLd/E1.1, SLc/E1.1- 4, SLlr/E1.1, Ww/E1.1-2, Wt/E1.1, Ws/E1.1- 3, Rw/E1.3, 2.1 Discuss with personal tutor/careers officer etc. opportunities. 2.2 Agree a learning option and write out on ILP/review form. Use and maintain personal dictionary with key words.	Writing for Meaning 1.1 Compose a simple text for an intended audience. 2.2 Use at least 2 different formats to record or present information. 3.1 Generate legible text to be understood by intended audience. Speaking and Listening (All criteria) 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion.		

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
3. Understand the purpose and value of discussing own learning programme.	3.1 State a reason why it is important to talk about own learning programme with an appropriate person. 3.2 Identify what is most important about own learning programme. 3.3 Agree a suitable learning programme with an appropriate other person.	SLd/E1.1, SLc/E1.1-4, SLlr/E1.1, Ww/E1.1-2, Wt/E1.1, Ws/E1.1-3, Rw/E1.1-3, Rt/E1.1, Rs/E1.1, 3.1 Discuss the importance of learning programme with tutor/peer. Make a list of reasons and feedback to tutor. 3.2 Discuss with tutor/peer. 3.3 Discuss outcomes with tutor and update ILP/review. Write down own requirements – ILP/review/record or work.	Reading 2.1 Recognise the letters of the alphabet in upper and lower case. 2.2 Recognise common whole words and some personal key words. 2.3 Read headings on simple forms. 6.1 Track text in the right order. 6.2 Read back own simple sentences constructed from own personal vocabulary. Writing for Meaning 1.1 Compose a simple text for an intended audience 2.2 Use at least 2 different formats to record or present information 3.1 Generate legible text to be understood by intended			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			audience. Speaking and Listening (All criteria) 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
4. Review progress in the context of personal learning pathway.	4.1 Identify learning goal(s). 4.2 State progress made towards achieving goal at regular intervals. 4.3 Identify appropriate person(s) who can provide on-going guidance and advice.	Ww/E1.1-2, SLlr/E1.1, Rw/E1.1-3, Wt/E1.1, Ws/E1.1-3, SLd/E1.1, SLc/E1.1-4, Rt/E1.1-2 Rs/E1.1, 4.1 Discuss learning goals. 4.2 Discuss and record progress at the end of each session on record of work. 4.3 Discuss and write down names of appropriate people e.g. tutor, careers etc.	Reading 2.1-2.3 Understand written words. 6.1-6.2 Read a piece of text and gain meaning from it. Writing for Meaning (All criteria) 1.1 Use writing to communicate clearly and effectively. 2.1 – 2.2 Show awareness of the need for appropriate presentation of writing. 3.1 Present writing appropriately. Speaking and Listening (All criteria) 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
1. Consider previous skills and experience and their relevance for further learning.	1.1 State own favourite areas of learning. 1.2 List own skills in those areas. 1.3 Identify a preferred area for further learning.	Rw/E2.2,4-5, Rt/E2.2, Rs/E2.4, Ww/E2.1,3, Wt/E2.1, Ws/E2.1-4, SLc/E2.1-4, SLlr/E2.1-4, SLd/E2.1-2, 1.1 Discuss with a partner/tutor, favourite areas of learning and list key words. Use spelling dictionary. 1.2 Discuss what skills are required in each area and write in a short simple sentence. 1.3 Discuss further learning and complete record of work/ILP review.	Reading 1.1 Read on sight high frequency words in common use. 2.3 Maintain and use a personal dictionary. Writing for Meaning 1.1 Compose text for different audiences using simple and compound sentences. 1.2 Write from personal experience, sequencing events in time. 2.2 Write a paragraph. 3.3 Spell correctly the majority of personal details. 4.1 Generate and sustain legible text. Speaking and Listening 1.1 – 1.3 Communicate with others.		

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			3.1 – 3.6 Obtain information from others. 4.1 – 4.4 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.2 use punctuation to aid understanding. 2.1-2.2 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
<p>2. Seek guidance and advice in respect of own learning needs.</p>	<p>2.1 Consider with an appropriate person, other available learning opportunities.</p> <p>2.2 Agree possible learning options.</p>	<p>Rw/E2.1-5, Rs.E2.2-4, Ww/E2.1, Rt/E2.1-4, Wt/E2.1, Ws/E2.1-4, SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2,</p> <p>2.1 Discuss with personal tutor/careers officer etc opportunities.</p> <p>2.2 Agree learning option and write out on ILP/review form, explaining why. Use and maintain personal dictionary with key words.</p>	<p>Reading</p> <p>1.1 Read social sight words. 2.1 Supply appropriate words in simple passage (cloze). 3.1 Use illustrations and captions to locate information. 4.1 Find information in response to a given purpose. 6.1 Read and follow main events of chronological text. 6.2 Identify main points in a simple text.</p> <p>Writing for Meaning</p> <p>1.1 Compose texts for different audiences using simple and compound sentences, correctly placed capitals, full stops and question marks. 2.2 Write a paragraph. 3.1 Use and amend key words appropriately.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			Speaking and Listening (All criteria) 1.1-4.4 (see page 3 for details) Punctuation and Grammar (All criteria) 1.1-2.2 (see page 1 for details) Practical Spelling (All criteria) 1.1-4.3 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
3. Understand the purpose and value of discussing own learning programme.	3.1 State a reason why it is important to talk about own learning programme with an appropriate person. 3.2 Identify what is most important about own learning programme. 3.3 Agree a suitable learning programme with an appropriate other person.	Rw/E2.1-2,4-5, Rs/E2.1,4, Ww/E2.1,3, Wt/E2.1, Ws/E2.1-4, SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, 3.1 Discuss the importance of learning programme with tutor/peer. Make notes of reasons and feedback to tutor. 3.2 Discuss with tutor/peer. 3.3 Discuss outcomes with tutor and update ILP/review. Write down own requirements – ILP/review/record or work.	Reading 1.1 Read social sight words. 2.3 Maintain and use a personal dictionary. Writing for Meaning (All criteria) 1.1-1.3 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation/format of writing. 3.1-3.3 Understand the need to plan and revise written work. 4.1 Present writing appropriately. Speaking and Listening (All criteria) 1.1-1.4 Communicate with others. 2.1 Present information to		

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			others effectively. 3.1-3.6 Obtain information from others. 4.1-4.4 Engage in discussion. Punctuation and Grammar (All criteria) 1.1 -2.2 (see page 1 for details) Practical Spelling (All criteria) 1.1-4.3 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
4. Review progress in the context of personal learning pathway.	4.1 Identify learning goal(s). 4.2 State progress made towards achieving goal at regular intervals. 4.3 Identify appropriate person(s) who can provide on-going guidance and advice.	Rw/E2.1-2,4-5, Wt/E2.1, Ws/E2.1-4, Ww/E2.1, Rt/E2.2, Rs/E2.4, SLc/E2.1-4, SLlr/E2.5,6, SLd/E2.1-2, 4.1 Discuss learning goals. 4.2 Discuss and record progress at the end of each session on record of work. 4.3 Discuss and write down names of appropriate people e.g. tutor, careers etc, and how they can help.	Reading 1.1 Read social sight words. Writing for Meaning 1.1 Compose texts for different audiences using simple and compound sentences, correctly placed capitals, full stops and question marks. 2.2 Write a paragraph. 3.1 Use and amend key words appropriately. Speaking and Listening 1.1 Know when to give others a chance to speak. 1.2 Listen and respond to others appropriately. 1.3 Respond to straightforward questions. 3.6 Ask questions to clarify understanding.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 2	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			4.4 Express clearly statement of fact, short explanations, accounts and descriptions. Punctuation and Grammar (All criteria) 1.1 – 2.2 (see page 1 for details) Practical Spelling (All criteria) 1.1 – 4.3 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
1. Consider previous skills and experience and their relevance for further learning.	1.1 State own favourite areas of learning. 1.2 List own skills in those areas. 1.3 Identify a preferred area for further learning.	Rt/E3.2,5, Wt/E3.1-4, Ws/E3.1-3, Ww/E3.1,3, Rw/E3.3,4,SLlr/ E3.4-6, SLc/E3.1-3, SLd/E3.2-3 1.1 Discuss with a peer/tutor, favourite areas of learning, skills required and further learning. 1.2 & 1.3 Make notes and present a piece of writing on this. Use a spelling dictionary as required.	Writing for Meaning (All criteria) 1.1-1.2 Use writing to communicate clearly and effectively. 2.1.2.4 Understand the need to plan and revise written work. 3.1-3.3 Show awareness of the need for appropriate presentation/format of writing. 4.1-4.2 Present writing appropriately. Speaking and Listening 1.1-1.3 Communicate with others. 2.2 Express clearly statement of fact and give short explanations and descriptions. 4.1 – 4.5 Engage in discussion. Punctuation and Grammar (All criteria)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			1.1 Use punctuation to aid understanding. 2.1-2.4 Use grammar to aid understanding. Practical Spelling (All criteria) 2.1-2.3 Locate correct spellings. 3.1-3.3 Understand own spelling strengths and weaknesses. 4.1-4.4 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
2. Seek guidance and advice in respect of own learning needs.	2.1 Consider with an appropriate person, other available learning opportunities.	Rw/E3.1-4, Rt/E3.1-9, Wt/E3.1-4, Ws/E3.1-3, Ww/E3.1,3 SLlr/E3.1-6, SLc/E3.1-4, SLd/E3.1-3, 2.1 Discuss with personal tutor/careers officer etc opportunities. Research and collect information and pick out specific information needed to discuss with others. Write up a summary of what has been discovered.	Reading 1.1 Read social sight words 2.1 Understand written words 3.1 Use imagery to aid understanding 4.1 Use organizational features to locate information 6.1 Recount events of a simple narrative on familiar topic 6.3 Apply selected information to relevant circumstances 7.1 - 7.3 Use appropriately a range of strategies to obtain information from written text Writing for Meaning(All criteria) 1.1 – 4.2 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	2.2 Agree possible learning options.	2.2 Agree learning options and write out on ILP/review form, explaining why. Use and maintain personal dictionary with key words.	Speaking and Listening (All criteria) 1.1-1.3 Communicate with others. 2.1-2.2 Present information to others effectively. 3.1-3.8 Obtain information from others. 4.1-4.5 Engage in discussion. Punctuation and Grammar (All criteria) 1.1 – 2.4 (see page 1 for details) Practical Spelling (All criteria) 1.1 – 4.4 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
3. Understand the purpose and value of discussing own learning programme.	3.1 State a reason why it is important to talk about own learning programme with an appropriate person. 3.2 Identify what is most important about own learning programme.	Rt/E3.2,5, Wt/E3.1,4, Ws/E3.1-3, Ww/E3.1,3, Rw/E3.3,4, SLIr/E3.1-6, SLc/E3.1-4, SLd/E3.1-3, 3.1 Discuss the importance of learning programme with tutor/peer. Make notes of reasons and feedback to tutor. 3.2 Discuss with tutor/peer.	Writing for Meaning 1.1 Identify the purpose of writing and the audience. 3.2 Write in complete sentences. 3.3 Use correct basic grammar. 4.1 - 4.2 Present writing appropriately. Speaking and Listening 1.1-1.3 Communicate with others. 2.1 - 2.2 Present information to others. 4.3 Express feelings and opinions. Punctuation and Grammar (All criteria) 1.1 – 2.4 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	3.3 Agree a suitable learning programme with an appropriate other person.	3.3 Discuss outcomes with tutor and update ILP/review. Write down own requirements – ILP/review/record or work.	Practical Spelling (All criteria) 1.1 – 4.4 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
4. Review progress in the context of personal learning pathway.	4.1 Identify learning goal(s). 4.2 State progress made towards achieving goal at regular intervals.	Rw/E3.1-4, Rt/E3.1-2,5-9, Wt.E3.1-4, Ws/E3.1-3, Ww/E3.1, SLlr/E3.4,1,3, SLc/E3.1,2, SLd/E3.1, 4.1 Discuss learning goals. 4.2 Discuss and record progress at the end of each session on record of work.	Reading 1.1 Read social sight words. 2.1 Understand written words. 3.1 Use imagery to aid understanding. 4.1 Use organizational features to locate information. 6.1 Recount events of a simple narrative on familiar topic or experience. 6.3 Apply selected information to relevant circumstances. 7.1 - 7.3 Use appropriately a range of strategies to obtain information from a written text. Writing for Meaning (All criteria) 1.1 – 4.2 (see page 1 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Developing Personal Learning Programme Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	4.3 Identify appropriate person(s) who can provide on-going guidance and advice.	4.3 Discuss who can help and research how. Write about discovery and how to use them. Feedback to group/tutor.	Speaking and Listening 1.1-1.3 Communicate with others. 3.6 Listen for and identify relevant information and new information from discussions and explanations. 4.4 Follow and understand the main points of discussion on different topics. Punctuation and Grammar (All criteria) 1.1 – 2.4 (see page 1 for details) Practical Spelling (All criteria) 1.1 – 4.4 (see page 1 for details)			

Appendix 7 - Introduction to Understanding and Achieving Personal Learning Goals

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
1. Demonstrate familiarity with learning goals with reference to own skills, interests and other personal goals.	1.1 Identify an important: a) achievement b) skill c) interest	SLc/E1.1-4, SLlr/E1.1-4, SLd/E1.1, Ww./E1.1-2, Wt/E1.1, Ws/E1.1-3, Rw/E1.1-3, Rt/E1.2, Rs/E1.1, 1.1 a) Write a short simple sentence using capital letters correctly and a full stop about a recent: a) achievement, b) skill, c) interest. Spell some familiar and key words correctly <i>e.g. during initial contact, completing ILP review form, ILP or record of work.</i> Ask for help with any difficult spellings and record any	Practical Spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary. Reading 2.1- 2.3 Understand written words. 4.1 Identify the purpose of some texts from their format. 6.1-6.2 Read a piece of text and gain meaning from it. Speaking and Listening (All criteria) 1.1-1.5 Communicate with others.		

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	1.2 Communicate a possible personal goal.	<p>unknown words in a personal spelling dictionary using alphabetical order. Complete an enrolment form or initial contact form writing own name and address correctly.</p> <p>1.2 Discuss with peers and tutor, ideas for future learning goals and make notes e.g. <i>work in pairs to discuss achievements and ideas for future goals. Make notes on partners achievements and future goals. Feedback to group.</i></p>	<p>2.1-2.2 Present information to others. 3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion.</p> <p>Writing for Meaning (All criteria) 1.1 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation of writing. 3.1 Present writing appropriately.</p> <p>Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	1.3 Consider a range of options and choose a learning goal which will help achieve a personal goal.	1.3 Explain to tutor ideas and preferences for a learning goal and write a short simple sentence on ILP. Use personal spelling dictionary if necessary. <i>For example during initial contact or 1-1 review of ILP.</i>				

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
2. Show awareness of opportunities and practical issues involved in pursuing learning goals.	2.1 Communicate an opportunity, which will help to achieve a learning goal. 2.2 Communicate something important about this opportunity by choosing one item from the following list: a) what will it cost b) what else will have to be paid for c) how long it will take to complete d) how often the attendance will be e) what travel will be required f) how it will fit with commitments to others	SLc/E1.1-4, SLd/E1.1 SLlr/E1.1-4, Ws/E1.1-3, Wt/E1.1, Ww/E1.1-2 Rw/E1.3, 2.1 & 2.2 Discuss options with tutor. Write out an opportunity in a short simple sentence and explain the importance, using a full stop and capital letter correctly. Use personal dictionary to aid spellings. <i>For example during ILP review or as a group activity within a session.</i>	Speaking and Listening (All criteria) 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1-3.4 Obtain information from others. 4.1-4.2 Engage in discussion. Writing for meaning (All criteria) 1.1 Compose a simple text for an intended audience. 2.2 Use at least 2 different formats to record or present information appropriately. 3.1 Generate legible text. Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	2.3 Communicate what additional support will be needed for one of the following, for example, finance, study skills, literacy, numeracy, language, childcare, special needs, dealing with personal matters, information technology.	2.3 Choose and discuss one of the examples and make a list of own strengths and areas for improvement. Use personal spelling dictionary as required. Discuss with tutor how this will be supported and record on ILP/review.	2.1 Use grammar to aid understanding. Practical spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
3. Plan a programme to achieve learning goals.	3.1 Communicate something about the content of the learning programme taking into account one of the following factors: a) mode of learning b) the way in which s/he prefers to learn. 3.2 Point to one resource or source of help needed to complete the learning programme, for example, individuals or agencies who are specialists, grants, bursaries or other financial help, crèches, nurseries or playgroups.	SLc/E1.1,2,4, SLlr/E1.1,4, SLd/E1.1, Wt/E1.1, Ww/E1.1,2, Ws/E1.1-3 Rw/E1.1-3, Rt/E1.2, Rs/E1.1, 3.1 Learner to complete learning styles questionnaire and discuss with tutor how to incorporate this style into activities on ILP. 3.2 Discuss and make a list of possible resources or sources to help. Use spelling dictionary as required.	Reading 2.1-2.3 Understand written words. 3.1 Use imagery to aid understanding. 4.1 identify the purpose of some texts from their format. 5.1 Read and follow written instructions to complete an activity. 6.1 Read a piece of text and gain meaning from it. Speaking and Listening 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others effectively. 3.1 Listen for the gist of short explanation. 4.1-4.2 Engage in discussion. Practical spelling (All criteria)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	3.3 Record: a) a learning goal. b) a learning opportunity leading towards that goal. c) a date to think again about what s/he is doing.	3.3 Discuss with tutor goals, opportunities and dates. Complete information on ILP review, writing in short simple sentences and using spelling dictionary.	1.1 - 1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary. Writing for Meaning (All criteria) 1.1 Use writing to communicate clearly and effectively 2.1 – 2.2 Show awareness of the need for appropriate presentation of writing 3.1 Present writing appropriately. Punctuation and Grammar(All criteria) 1.1-2.1 Use punctuation and grammar to aid understanding.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature
4. Show understanding of the learning environment.	4.1 Describe one thing that is important about the way or place in which s/he learns with reference to, for example, teaching methods, support systems, location, facilities, assessments and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment,	SLc/E1.1-4, SLd/E1.1 SLlr/E1.1-4, Rw/E1.1-3, Rt/E1.1-2, Rs/E1.1, Wt/E1.1, Ws/E1.1-3, Ww/E1.2 4.1 Discuss with tutor/peers at initial contact/ILP review/induction. Make a list of preferences and experiences then write up in short simple sentences. Use personal dictionary as required.	Reading 1.1 Read social sight words. 2.1 Recognise the letter of the alphabet in upper and lower case. 2.2 Recognise common whole words and some personal key words. 3.1 use imagery to aid understanding. 6.1-6.2 Read a piece of text and gain meaning from it. Writing for Meaning 1.1 Use writing to communicate clearly and effectively. 2.2 Use at least 2 different formats to record or present information appropriately. 3.1 Present writing		

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	payment, health and safety procedures.		appropriately. Speaking and Listening (All criteria) 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1-3.4 Obtain information from others 4.1-4.2 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1-1.3 Locate correct spelling.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
5. Follow the learning programme and review progress as a learner.	5.1 Communicate: a) if s/he has followed the learning programme. b) if s/he has had any difficulties. 5.2 Identify a learning achievement within the programme.	SLc/E1.1,2,4, SLd/E1.1, SLlr/E1.1,3, Rt/E1.1,2, Rw/E1.1-3, Rs/E1.1, Wt/E1.1, Ws/E1.1-3, Ww/E1.1,2 5.1 & 5.2 During review of ILP, discuss with tutor and record in short simple sentences on review paperwork. Use spelling dictionary as required.	Reading 2.1-2.3 Understand written words. 4.1 Identify the purpose of some texts from their format. 6.1-6.2 Read a piece of text and gain meaning from it. Writing for Meaning 1.1 Use writing to communicate clearly and effectively. 3.1 Present writing appropriately. Speaking and Listening 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1 Listen for the gist of short explanations. 3.3 Ask questions to obtain			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			information. 4.1-4.2. Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1 - 1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
6. Review plan to achieve personal goals.	6.1 Communicate and record a key step that has been taken towards a personal goal. 6.2 Communicate and record a key step to be taken towards a next personal goal.	SLc/E1.1-4, SLd/E1.1, SLlr/E1.1-4, Ww/E1.1-2, Wt/E1.1, Ws/E1.1-3, Rw/E1.1-3, Rt/E1.2, Rs/E1.1, 6.1 & 6.2 During review of ILP, discuss with tutor and record in short simple sentences on review paperwork. Use spelling dictionary as required.	Reading 2.1-2.3 Understand written words. 4.1 Identify the purpose of some texts from their format. 6.1-6.2 Read a piece of text and gain meaning from it. Writing for meaning 1.1 Use writing to communicate clearly and effectively. 3.1 Present writing appropriately. Speaking and listening 1.1-1.5 Communicate with others. 2.1-2.2 Present information to others. 3.1 Listen for the gist of short explanations. 3.3 Ask questions to obtain			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			information. 4.1-4.2. Engage in discussion Punctuation and Grammar (All criteria) 1.1-1.3 Use punctuation to aid understanding. 2.1 Use grammar to aid understanding. Practical spelling (All criteria) 1.1-1.3 Locate correct spelling. 2.1 Spell some personal key words and familiar words correctly. 3.1 Maintain a personal dictionary.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
1. Demonstrate familiarity with learning goals with reference to own skills, interests and other personal goals.	1.1 Identify an important: a) achievement. b) skill. c) interest. 1.2 Communicate a possible personal goal. 1.3 Consider a range of options and choose a learning goal which will help achieve a personal goal.	SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, Ws/E2.1-4, Wt/E2.1,3, Ww/E2.1,3, Rs/E2,4, Rt/E2.1,2,4, Rw/E2.1,2.4,5, 1.1 Write in time order about an important: a) achievement, b) skill and c) interest using simple and compound sentences. Check your work and re-write with all corrections. Spell familiar common and personal key words correctly. Use spelling dictionary as required e.g. <i>completing ILP review form</i> . Ask for help with any difficult spellings and record any unknown words in a personal spelling dictionary using	Punctuation and Grammar (All criteria) 1.1-1.2 use punctuation to aid understanding. 2.1-2.2 Use grammar to aid understanding. Writing for Meaning 1.1-1.3 Use writing to communicate clearly and effectively. 2.2 Write a paragraph. 3.1-3.3 Understand the need to plan and revise written work. 4.1. Present writing appropriately. Practical Spelling 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
		alphabetical order. Complete an enrolment form or initial contact form writing own name and address correctly. 1.2 Discuss with peers / tutor, ideas for future learning goals and make notes e.g. <i>work in pairs to discuss achievements and ideas for future goals. Make notes on partner's achievements and future goals. Feedback to group.</i> 1.3 Explain to tutor ideas and preferences for a learning goal and write on ILP/review (e.g. on long or short term targets). Use personal spelling dictionary if necessary.	spelling programme over time-span. Reading 1.1 Read social sight words. 2.3 Maintain and use a personal dictionary. 4.1 Identify the purpose of some text from their format. 6.1 Read and follow the main events of chronological texts. 6.2 Identify the main points from a simple text. Speaking and Listening 1.1-1.4 Communicate with others. 3.1-3.6 Obtain information from others. 4.1-4.4 Engage in discussion.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
		<i>For example during 1-1 review of ILP.</i>				

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
2. Show awareness of opportunities and practical issues involved in pursuing learning goals.	2.1 Communicate an opportunity, which will help to achieve a learning goal. 2.2 Communicate something important about this opportunity by choosing one item from the following list: a) what will it cost b) what else will have to be paid for c) how long it will take to complete d) how often the attendance will be e) what travel will be required f) how it will fit with	SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, Ws/E2.1-4, Ww/E2.1-3, Wt/E2.1, Rs/E2.4, Rt/E2.2,4,5, Rw/E2.1,5, 2.1 & 2.2 Discuss options with tutor/peers. Write about an opportunity explaining its importance. Use personal dictionary to aid spellings e.g. <i>during ILP review or as a group activity within a session.</i>	Speaking and listening 1.1-1.4 Communicate with others. 3.1-3.6 Obtain information from others. 4.1-4.4 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.2 use punctuation to aid understanding. 2.1-2.2 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal spelling programme over time-			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	commitments to others 2.3 Communicate what additional support will be needed for one of the following, for example, finance, study skills, literacy, numeracy, language, childcare, special needs, dealing with personal matters, information technology.	2.3 Choose and discuss one of the examples and make a list of own strengths and areas for improvement. Write up in two paragraphs, amending any mistakes. Use personal spelling dictionary as required. Discuss with tutor how this will be supported and record on ILP/review.	span. Writing for meaning (All criteria) 1.1-1.3 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation/format of writing. 3.1-3.3 Understand the need to plan and revise written work. 4.1 Present writing appropriately.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
3. Plan a programme to achieve learning goals.	3.1 Communicate something about the content of the learning programme taking into account one of the following factors: a) mode of learning b) the way in which s/he prefers to learn.	SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, Wt/E2.1, Ww/E2.1, Ws/E2.1-3, Rt/E2.1-4, Rw/E2.1-5, Rs/E2.1,2, 3.1 Learner to complete learning styles questionnaire and discuss with tutor how to incorporate this style into activities on ILP. 3.2 Discuss and make a list of	Speaking and Listening (All criteria) 1.1–1.4 Communicate with others. 2.1 Provide information to other effectively. 3.1-3.6 Obtain information from others. 4.1 – 4.4 Engage in discussion. Practical Spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal spelling programme over time-span. Reading (All criteria) 1.1 Read social sight words.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	<p>3.2 Point to one resource or source of help needed to complete the learning programme, for example, individuals or agencies who are specialists, grants, bursaries or other financial help, crèches, nurseries or playgroups.</p> <p>3.3 Record: a) a learning goal. b) a learning opportunity leading towards that goal. c) a date to think again about what s/he is doing.</p>	<p>possible resources or sources to help. Use spelling dictionary as required. Find out how they can help and write a short summary on each one outlining this.</p> <p>3.3 Discuss with tutor goals, opportunities and dates. Complete information on ILP review, writing in sentences and using spelling dictionary.</p>	<p>2.1-2.3 Understand written words. 3.1 use imagery to aid understanding. 4.1 Identify the purpose of some texts from their format. 5.1 Read and follow written instructions to complete an activity. 6.1-6.4 Read a piece of text and gain meaning from it.</p> <p>Writing for meaning (All criteria) 1.1-1.3 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation/format of writing 3.1-3.3 Understand the need to plan and revise written work.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			4.1 Present writing appropriately.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
4. Show understanding of the learning environment.	4.1 Describe one thing that is important about the way or place in which s/he learns with reference to, for example, teaching methods, support systems, location, facilities, assessments and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment, health and safety procedures.	SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, Wt/E2.1, Ww/E2.1, Ws/E2.1-3, Rt/E2.1-4, Rw/E2.1-5, Rs/E2.1,2, 4.1 Discuss with tutor/peers at initial contact/ILP review/induction. Make notes about preferences and experiences then write up in a paragraph. Read through student handbook and highlight relevant information. Use personal dictionary as required.	Reading (All criteria) 1.1 Read social sight words. 2.1-2.3 Understand written words. 3.1 use imagery to aid understanding. 4.1 Identify the purpose of some texts from their format. 5.1 Read and follow written instructions to complete an activity. 6.1-6.4 Read a piece of text and gain meaning from it. Writing for Meaning (All criteria) 1.1-1.3 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation/format of writing.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			3.1-3.3 Understand the need to plan and revise written work. 4.1 Present writing appropriately. Speaking and Listening (All criteria) 1.1-1.4 Communicate with others. 2.1 Provide information to other effectively. 3.1-3.6 Obtain information from others. 4.1 – 4.4 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.2 Use punctuation to aid understanding 2.1-2.2 Use grammar to aid understanding.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			Practical Spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
5. Follow the learning programme and review progress as a learner.	5.1 Communicate: a) if s/he has followed the learning programme. b) if s/he has had any difficulties. 5.2 Identify a learning achievement within the programme.	SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, Wt/E2.1, Ws/E2.1-4, Ww/E2.1,3, Rt/E2.2, Rw/E2.1,2,4,5, Rs/E2.4, 5.1 & 5.2 During review of ILP, discuss with tutor and record on review paperwork. Use spelling dictionary as required.	Reading for Meaning 1.1 Read social sight words. Writing for Meaning (All criteria) 1.1-1.3 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation/format of writing. 3.1-3.3 Understand the need to plan and revise written work. 4.1 Present writing appropriately. Speaking and Listening (All criteria) 1.1-1.4 Communicate with others. 2.1 Provide information to other effectively.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			3.1-3.6 Obtain information from others. 4.1 – 4.4 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.2 Use punctuation to aid understanding 2.1-2.2 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
6. Review plan to achieve personal goals.	<p>6.1 Communicate and record a key step that has been taken towards a personal goal.</p> <p>6.2 Communicate and record a key step to be taken towards a next personal goal.</p>	<p>SLc/E2.1-4, SLlr/E2.1-6, SLd/E2.1-2, Wt/E2.1, Ws/E2.1-4, Ww/E2.1,3, Rt/E2.2, Rw/E2.1,2,4,5, Rs/E2.4,</p> <p>6.1 & 6.2 During review of ILP, discuss progress towards goal with tutor and record on review paperwork. Use spelling dictionary as required.</p>	<p>Reading 1.1 Read social sight words.</p> <p>Writing for Meaning (All criteria) 1.1-1.3 Use writing to communicate clearly and effectively. 2.1-2.2 Show awareness of the need for appropriate presentation/format of writing. 3.1-3.3 Understand the need to plan and revise written work. 4.1 Present writing appropriately.</p> <p>Speaking and Listening (All criteria) 1.1-1.4 Communicate with others. 2.1 Provide information to other effectively.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 1	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			3.1-3.6 Obtain information from others. 4.1 – 4.4 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-1.2 Use punctuation to aid understanding. 2.1-2.2 Use grammar to aid understanding. Practical Spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1 Understand own spelling strengths and weaknesses. 4.1-4.3 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
<p>1. Demonstrate familiarity with learning goals with reference to own skills, interests and other personal goals.</p>	<p>1.1 Identify an important: a) achievement b) skill c) interest</p> <p>1.2 Communicate a possible personal goal.</p>	<p>SLc/E3.1-4, SLlr/E3.1-6, SLd/E3.1-3, Ws/E3.1-3, Wt/E3.1-4, Ww.E3.1,3, Rw/E3.1,3,4, Rt/E3.2,5,</p> <p>1.1 Plan writing about an important: a) achievement, b) skill, c) interest. Use plan to write in complete sentences using paragraphs. Check work and re-write with all corrections. Spell common and relevant key words correctly. Use spelling dictionary as required. Identify words to learn e.g. <i>completing ILP review form.</i></p> <p>1.2 Discuss with peers / tutor, ideas for future learning goals</p>	<p>Punctuation and Grammar (All criteria) 1.1 Use punctuation to aid understanding. 2.1-2.4 Use grammar to aid understanding.</p> <p>Reading 1.1 Identify the purpose of writing and the audience. 2.1 Make simple plan using a few key words.</p> <p>Speaking and Listening 1.1-1.3 Communicate with others. 2.2 Express clearly statements of fact and give short accounts and descriptions. 3.2 use strategies to clarify and confirm understanding.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	<p>1.3 Consider a range of options and choose a learning goal which will help achieve a personal goal.</p>	<p>and make notes e.g. <i>work in pairs to discuss achievements and ideas for future goals. Make notes on own and partner's achievements and future goals. Feedback to group. Write up notes using an appropriate layout in complete sentences.</i></p> <p>1.3 Explain to tutor ideas and preferences for a learning goal. Choose one and write on ILP/review (e.g. on long or short term targets). Use personal spelling dictionary if necessary. <i>For example during 1-1 review of ILP.</i></p>	<p>3.4 Make requests and ask questions to obtain information in familiar and unfamiliar context. 3.5 Listen for and follow the gist of instructions and narratives in different contexts. 3.6 Listen for and identify relevant information and new information from discussions and explanations. 3.8 Listen and follow straightforward instructions and directions. 4.1-4.5 Engage in discussion.</p> <p>Writing for Meaning (All criteria) 1.1 – 4.2 (see page 2 for details)</p> <p>Practical Spelling (All criteria)</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
			1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1-3.3 Understand own spelling strengths and weaknesses. 4.1-4.4 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
<p>2. Show awareness of opportunities and practical issues involved in pursuing learning goals.</p>	<p>2.1 Communicate an opportunity, which will help to achieve a learning goal.</p> <p>2.2 Communicate something important about this opportunity by choosing one item from the following list:</p> <ul style="list-style-type: none"> a) what will it cost b) what else will have to be paid for c) how long it will take to complete d) how often the attendance will be e) what travel will be required f) how it will fit with commitments to others 	<p>SLc/E3.1-4, SLlr/E3.1-6, SLd/E3.1-3, Rt/E3.2,5, Rw.E3.3,4, Wt/E3.1-4, Ws/E3.1-3, Ww/E3.1,3,</p> <p>2.1 & 2.2 Discuss options with tutor/peers. Interview a peer. Write about an opportunity explaining its importance, planning work first. Use personal dictionary as required. <i>For example during ILP review or as a group activity within a session</i></p>	<p>Speaking and Listening (All criteria)</p> <p>1.1-1.3 Communicate with others.</p> <p>2.1-2.2 Present information to others effectively.</p> <p>3.1-3.8 Obtain information from others.</p> <p>4.1-4.5 Engage in discussion.</p> <p>Writing for Meaning (All criteria)</p> <p>1.1-1.2 Use writing to communicate clearly and effectively.</p> <p>2.1.2.4 Understand the need to plan and revise written work.</p> <p>3.1-3.3 Show awareness of the need for appropriate presentation/format of writing.</p> <p>4.1-4.2 Present writing appropriately.</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	2.3 Communicate what additional support will be needed for one of the following, for example, finance, study skills, literacy, numeracy, language, childcare, special needs, dealing with personal matters, information technology.	2.3 Choose and discuss one of the examples and make a list of own strengths and areas for improvement. Use as a plan for writing up in neat. Use personal spelling dictionary as required. Discuss with tutor how this will be supported and record on ILP/review.	Punctuation and Grammar (All criteria) 1.1 Use punctuation to aid understanding. 2.1-2.4 Use grammar to aid understanding. Practical spelling (All criteria) 1.1 Identify situations where accurate spelling is required. 2.1-2.3 Locate correct spellings. 3.1-3.3 Understand own spelling strengths and weaknesses. 4.1-4.4 Maintain a personal spelling programme over time-span.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
3. Plan a programme to achieve learning goals.	<p>3.1 Communicate something about the content of the learning programme taking into account one of the following factors: a) mode of learning b) the way in which s/he prefers to learn.</p> <p>3.2 Point to one resource or source of help needed to complete the learning programme, for example, individuals or agencies who are specialists, grants, bursaries or other financial help, crèches, nurseries or playgroups.</p>	<p>SLc/E3.1-4, SLlr/E3.1-6, SLd/E3.1-3, Rt/E3.2,5, Rw.E3.3,4, Wt/E3.1-4, Ws/E3.1-3, Ww/E3.1,3,</p> <p>3.1 Learner to complete learning styles questionnaire and discuss with tutor how to incorporate this style into activities on ILP.</p> <p>3.2 Discuss and make a list of possible resources or sources to help. Use spelling dictionary as required. Find out how they can help and draft a written report providing a brief summary on each. Proof read the report and present using IT.</p> <p>3.3 Discuss with tutor goals,</p>	<p>Speaking and Listening (All criteria) 1.1-4.5 (see page 2 for details)</p> <p>Practical Spelling (All criteria) 1.1-4.4 (see page 2 for details)</p> <p>Writing for Meaning (All criteria) 1.1-4.2 (see page 2 for details)</p> <p>Punctuation and Grammar (All criteria) 1.1 – 2.4 (see page 2 for details)</p> <p>Reading (All criteria) 1.1 Read social sight words. 2.1 Understand written words. 3.1 Use imagery to aid understanding. 4.1-4.2 Identify the purpose of</p>			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
	3.3 Record: a) a learning goal. b) a learning opportunity leading towards that goal. c) a date to think again about what s/he is doing.	opportunities and dates. Complete information on ILP review, writing in sentences and using spelling dictionary.	some texts from their format. 5.1 Read and follow written instructions to complete an activity. 6.1-6.3 Read a piece of text and gain meaning from it. 7.1-7.3 Use appropriately a range of strategies to obtain information from a written text.			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
4. Show understanding of the learning environment.	4.1 Describe one thing that is important about the way or place in which s/he learns with reference to, for example, teaching methods, support systems, location, facilities, assessments and accreditation procedures, rights and responsibilities, structure, staff roles, methods of enrolment, payment, health and safety procedures.	SLc/E3.1-4, SLlr/E3.1-6, SLd/E3.1-3, Rt/E3.2,5, Rw.E3.3,4, Wt/E3.1-4, Ws/E3.1-3, Ww/E3.1,3, 4.1 Discuss with tutor/peers at initial contact/ILP review/induction. Read through student handbook and identify relevant information. Make notes on this and about preferences and experiences then write up. Use personal dictionary as required.	Reading (All criteria) 1.1–7.3 (see page 3 for details) Writing for Meaning (All criteria) 1.1–4.2 (see page 2 for details) Speaking and Listening (All criteria) 1.1–4.5 (see page 2 for details) Punctuation and Grammar (All criteria) 1.1–2.4 (see page 2 for details) Practical Spelling (All criteria) 1.1–4.4 (see page 2 for details)			

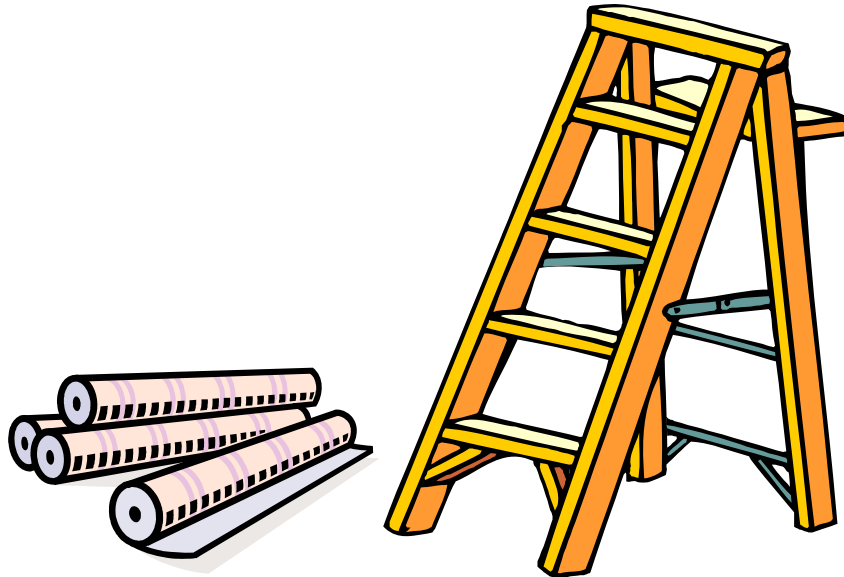
Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
5. Follow the learning programme and review progress as a learner.	5.1 Communicate: a) if s/he has followed the learning programme. b) if s/he has had any difficulties. 5.2 Identify a learning achievement within the programme.	SLc/E3.1-3,5-6, SLlr/E3.4, SLd/E3.1-3, Wt/E3.1,2,4, Ws/E3.1-3, Ww/E3.3, Rt/E3.5, Rw/E3.3,4, 5.1 & 5.2 During review of ILP, discuss with tutor and record on review paperwork. Use spelling dictionary as required.	Writing for Meaning 3.2 Divide given text into 2 or 3 paragraphs. 3.3 Use correct basic grammar. 4.1 Generate neat and legible writing for different situations. Speaking and Listening 1.1-1.3 Communicate with others. 2.2 Express clearly statements of fact and give short explanations, accounts and descriptions. 4.1-4.5 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-2.4 (see page 2 for details) Practical Spelling (All criteria) 1.1-4.4 (see page 2 for details)			

Qualification Title: NOCN Qualification for Progression Unit: Introduction to Understanding and achieving Personal Learning Goals Level: Entry 3		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria		Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:		Adult Literacy Entry 3	Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference	
6. Review plan to achieve personal goals.	6.1 Communicate and record a key step that has been taken towards a personal goal. 6.2 Communicate and record a key step to be taken towards a next personal goal.	SLc/E3.1-3,5-6, SLlr/E3.4, SLd/E3.1-3, Wt/E3.1,2,4, Ws/E3.1-3, Ww/E3.3, Rt/E3.5, Rw/E3.3,4, 6.1 & 6.2 During review of ILP, discuss with tutor and record on review paperwork. Use spelling dictionary as required.	Writing for Meaning 3.2 Divide given text into 2 or 3 paragraphs. 3.3 Use correct basic grammar. 4.1 Generate neat and legible writing for different situations. Speaking and Listening 1.1-1.3 Communicate with others. 2.2 Express clearly statements of fact and give short explanations, accounts and descriptions. 4.1-4.5 Engage in discussion. Punctuation and Grammar (All criteria) 1.1-2.4 (see page 2 for details) Practical Spelling (All criteria) 1.1-4.4 (see page 2 for details)			

Appendix 8 – Developing Wallpapering Skills Resource Pack

[Back to contents](#)

DEVELOPING WALLPAPERING SKILLS



NUMERACY

ENTRY 2

MEASURE AND SHAPE

Student Name _____

Group _____

Start Date _____ End Date _____

1. Be familiar with equipment and materials

Recognise and name common 2D and 3D shapes and describe their properties, using appropriate vocabulary 4-1, 2, 3, 4

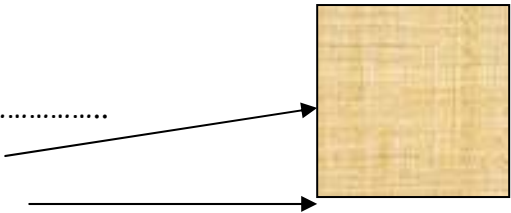
Flat Shapes

All these shapes are 2D (2 dimensional).
This means that they are flat but not deep.
Ask your tutor for some 2D shapes to explore.
Trace the shape with your finger and feel the corners.
Fill in the following information:

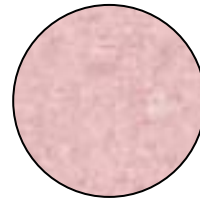
Names of 2D shapes

- Rectangle
- Circle
- Square
- Triangle

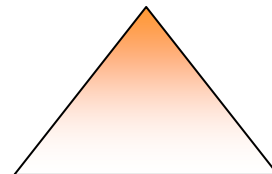
The shape of this sandpaper is a
It hassides.
It has corners.



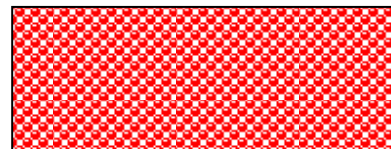
The shape of this paint tin lid is a
It hasside.
It has corners.



The shape of this scraper is a
It hassides.
It has corners.



The shape of this sheet of wallpaper is a
It hassides.
It has corners.



Which shape is the only one with a curved side?
.....

What is special about the square?
.....

1. Be familiar with equipment and materials

Recognise and name common 2D and 3D shapes and describe their properties, using appropriate vocabulary 5-1,2, 3, 4,5

Solid Shapes

All these shapes are 3D (3 dimensional).

You can measure them from all sides.

Ask you tutor for some 3D shapes to explore.

Trace along the edges with your finger, feel corners and lay your hand flat against the faces of the shapes. Fill in the information below.

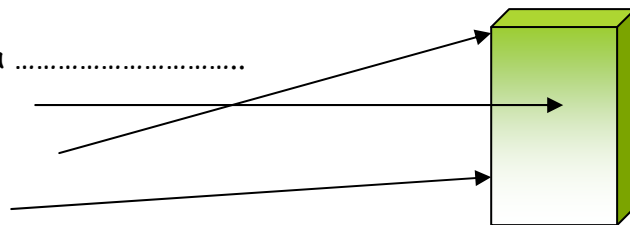
- Names of 3D shapes
- Cylinder
 - Cuboid
 - Pyramid
 - Cube

The shape of this box of paste is a

It hasfaces.

It hascorners.

It hasedges.

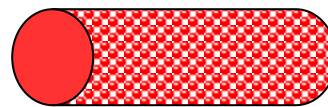


The shape of this roll of wallpaper is a

It hasfaces.

It hascorners.

It hasedges.

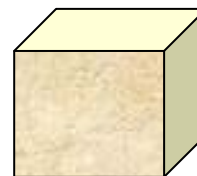


The shape of this sponge is a

It hasfaces.

It hascorners.

It hasedges.

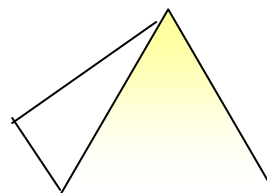


The shape of this teabag is a

It hasfaces.

It hascorners.

It hasedges.



Which shape has no corners and the faces are not flat?

.....

What is special about the cube?

.....
.....

1. Be familiar with equipment and materials

Recognise and name common 2D and 3D shapes and describe their properties, using appropriate vocabulary 5-1, 2, 3, 4, 5

Remember: you cannot see all the sides, corners, and faces of these shapes on this page. Use your tools and material to explore further.

In your workshop there are all sorts of shaped boxes and material.

Choose 2 tools and explain to your tutor what you know about their shape.
(For example - side of a box of adhesive, tin of paint, a roll of wallpaper, sandpaper)

	Item shown	Tutor signature	Date
1			
2			

Sort the following tools into their shapes.

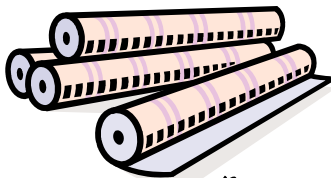
Tick the correct box for each shape.

Add some more tools to the list.

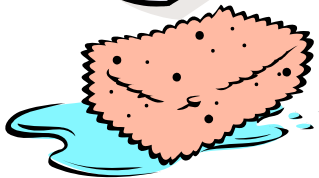
Items	2D Shape	3D Shape
Top of a pasting table		
Bucket		
Roll of wallpaper		
Sponge		
A piece of cut wallpaper		
Box of adhesive		

1. Be familiar with equipment and materials

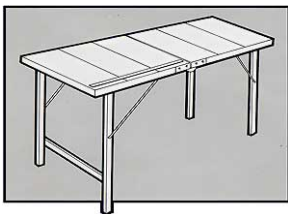
Recognise and name common 2D and 3D shapes and describe their properties, using appropriate vocabulary 5-1, 2, 3, 4, 5



What shape are these rolls of wallpaper?.....
How many rolls are there?



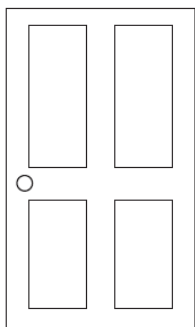
What is the shape of this sponge?
How many faces does it have?



What shape is the top of the pasting table?
How many corners does it have?.....



Look at this room.
What shape is it?
What other shapes can you see inside the room?



Look at this drawing of a door.
What shape is it?

How many other shapes can you see?

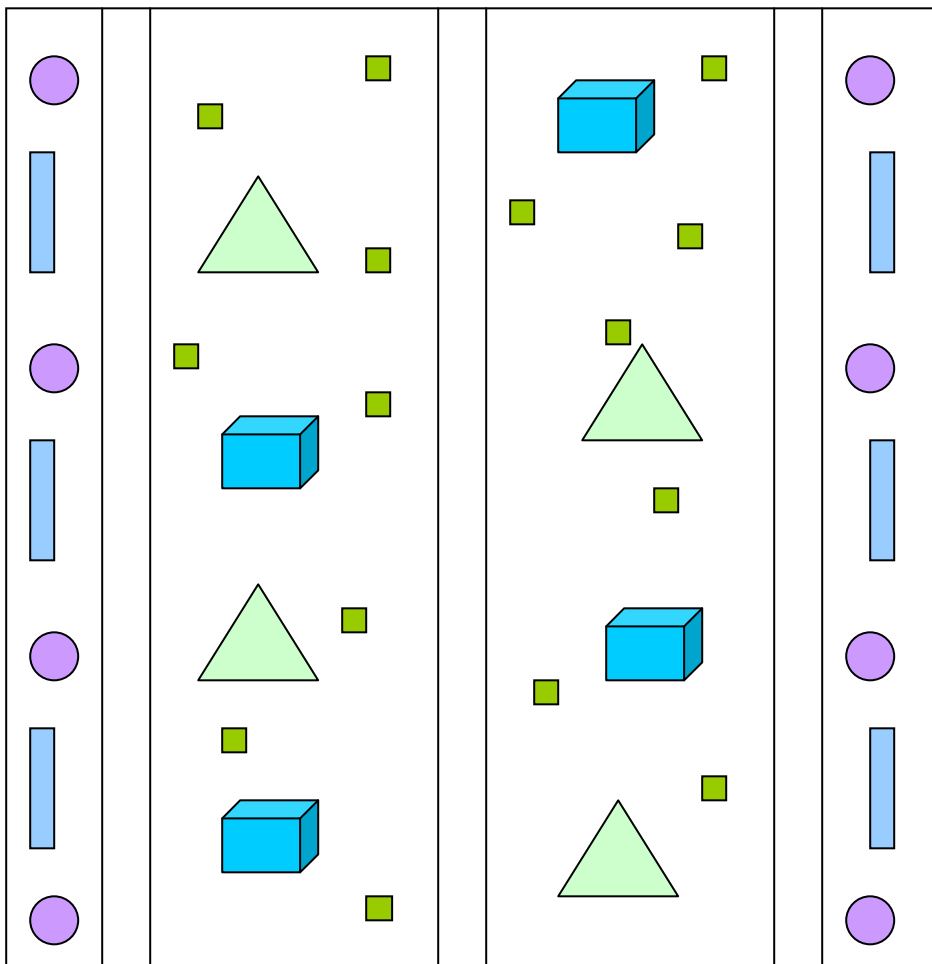
What shape is the door knob?

1. Be familiar with equipment and materials

Recognise and name common 2D and 3D shapes and describe their properties, using appropriate vocabulary 5-1,2,3,4,5

How many of each different shape can you see in this wallpaper?

Name of Shape	How many of each shape
Circles	



Plan and prepare for the project

Estimate, measure and compare length using common standard and non standard measures (metres and centimetres) 1-1,2,3,4,5,6,7

Measure Length

Remember:

- A metre is a STANDARD measure of length used across the world.

Remember:

- Metres and centimetres are metric units
- 1 metre = 100 centimetres
- Centimetre is written cm
- Metre is written m

Before you start decorating you may need to estimate the size of a space.

Why is this important?

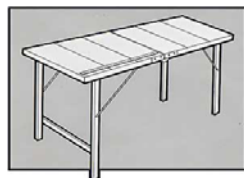
You could estimate to the nearest metre, $\frac{1}{2}$ metre, centimetre or 10 centimetres.

How many centimetres are there in 1 metre?

Ask your tutor for some measuring tools and choose the correct one to measure the following items:



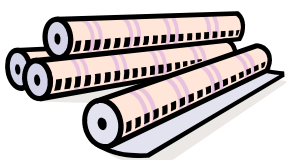
Length.....
Width.....



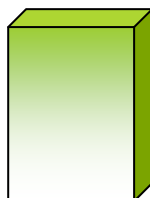
Length.....
Width.....
Height.....



Height.....



Width.....



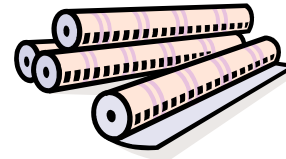
Height.....
Width.....
Depth.....

Remember:

- Estimate first, and then measure accurately.

Plan and prepare for the project

Estimate, measure and compare length using common standard and non standard measures (metres and centimetres) 1-1,2,3,4,5,6,

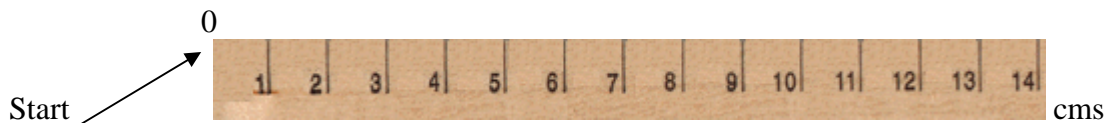


- Is the box of paste longer than the pasting table?
- Is the pencil longer than the box of adhesive?
- Is the wallpaper wider than the pasting table?
- Is the pasting table wider than the box of adhesive?

Reading and recording measurements

A ruler is marked out at intervals of 1 centimetre (1cm)

Start reading measurements from 0 cm.



1. Estimate the length of each stick used for stirring adhesive.
2. Now measure accurately.
3. How close was your estimation?



EstimateActual



EstimateActual



EstimateActual



Remember:
Some useful words for estimation are -

- Nearly
- About
- Almost
- Just under/over
- Approximately

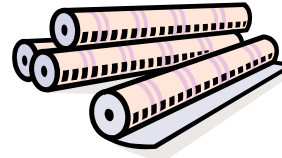
Remember:

- It takes time and regular practice to be good at estimating.

EstimateActual

Plan and prepare for the project

Estimate, measure and compare length using common standard and non standard measures (metres and centimetres) 1-1,2,3,4,5,6,



When there is wallpaper is too long you will need to cut some off.

Work in pairs.

Accurately measure and draw some lines.

Take it in turns to estimate the length.

Write their estimation first and then your accurate measurement



Partner's estimate Actual measurement.....

Partner's estimate Actual measurement.....

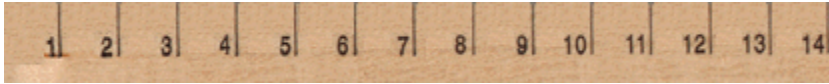
Partner's estimate Actual measurement.....

Partner's estimate Actual measurement.....

How close was your partner?.....

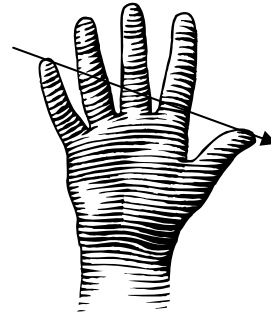
How close were you to your partner's measurement?.....

Why do we need to measure using cm and m?.....



Your hand span

Work with another person. Make an estimate first.
Take it in turns to help each other to take measurements.
You will need to use different size measuring tools.



	Estimate	Measurement	Partner's measurement
My pace			
My hand span			
My thumb width			
My height			

Compare your results. Discuss how it can affect your estimates.

- Is your pace more or less than a metre?
- Is your pace more or less than the width of wallpaper?
- Is your hand span wider than a sponge?
- Is your hand span longer than your pencil?.....

Work with another person and measure different parts in a room.

Use centimetres and metre to record your results.

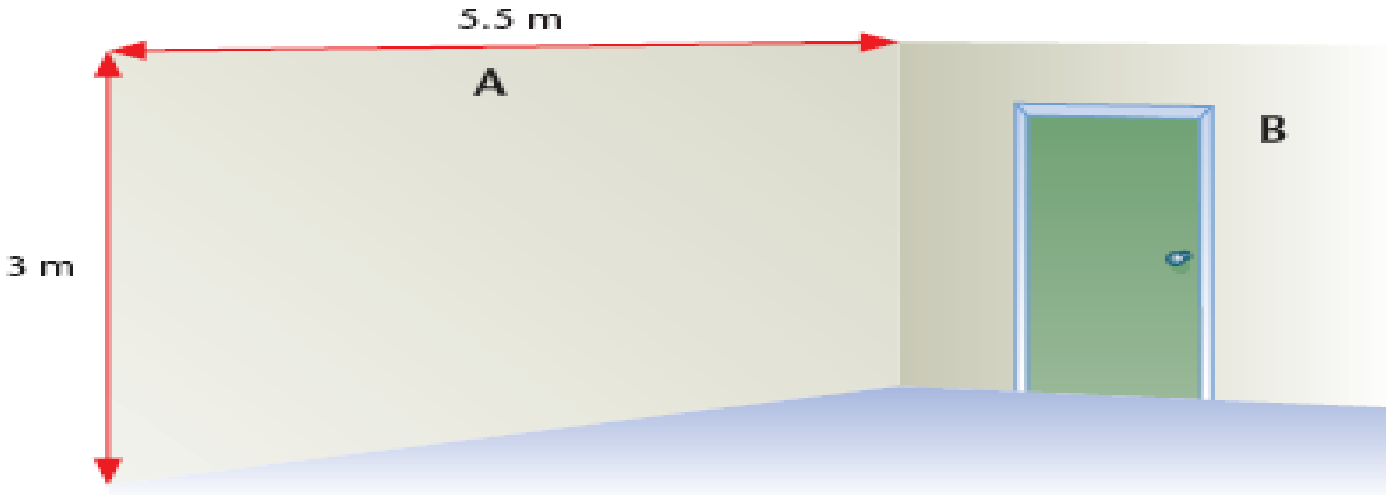
Estimate by using paces or hand spans

Complete the table. Find other things to measure and put them in the table

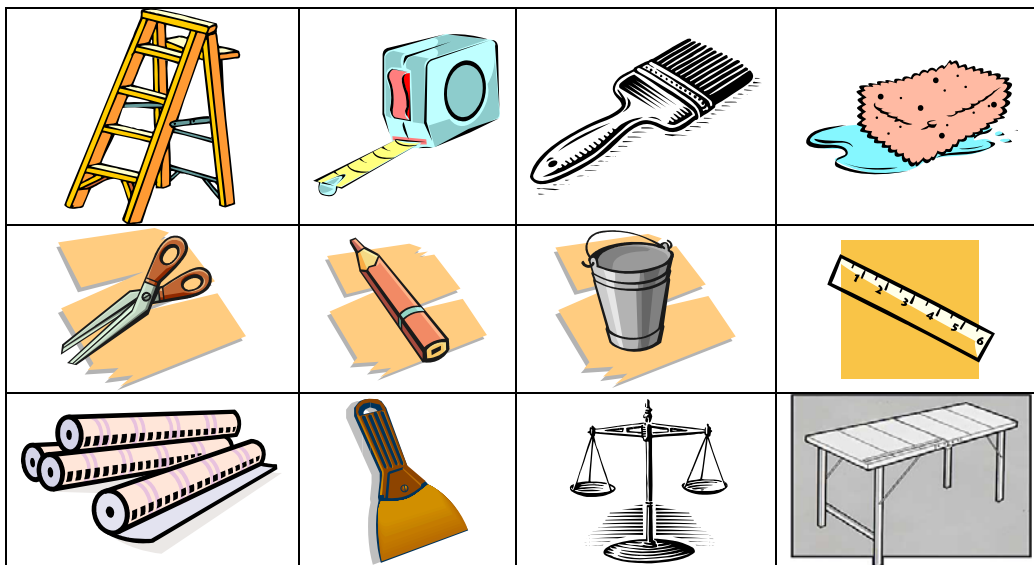
Part of room	Estimate	Measurement
Width of a window		
Height of a door		
Length of a wall		
Height of a wall to floor		
Width of a radiator		

Plan and prepare for the project

Understand and use everyday positional vocabulary 6-1,2



- Draw the pasting table in the middle of the wall
- Draw the ladder on the left of the table
- Draw the bucket between the table and the door
- Draw the brush inside the bucket
- Put the wallpaper on the table with the scissors near to it.



Now show your tutor where you will put tools and materials before you start the wallpapering project.

Plan and prepare for the project

Estimate, measure and compare weight using common standard units (kilogram) 2-1,2,3,4,5,6,7

- Remember:
- A kilogram is a metric measure of weight.
 - Kilogram can be written as - kilo or kg
 - 1 Kilogram = 1000 grams



Ask your tutor for some scales and weigh some tools.

First estimate the weight by using your hands.

Then put them on the scales to measure accurately.

Read the scales to the nearest kilo, $\frac{1}{2}$ kilo (or 10 grams)

Mark the weight of the tools on the scales (to add to paper).

<p>Estimate</p> <p>Actual</p>	<p>Estimate</p> <p>Actual</p>	<p>Estimate</p> <p>Actual</p>
<p>Estimate</p> <p>Actual</p>	<p>Estimate</p> <p>Actual</p>	<p>Estimate</p> <p>Actual</p>

How much weight can you fit into a tool box?

First estimate how much weight it can hold.....

Weigh the empty tool box. How much does it weigh?

Now fill the box with your tools. How much does it weigh?
Was it more than or less than you estimated?

Plan and prepare for the project

Estimate, measure and compare capacity using common standard measures and non-standard measures (cupful, litres) instruments. 3-1,2,3

Ask your tutor for a measuring jug, a drinking mug and different size containers.



some

Remember:

- A litre is a metric unit of capacity
- It measures how much something holds, usually of liquids such as water
- Litre is written as l. For example:
Two litres is written as 2l.



How much water do different containers hold?

Estimate the amount to the nearest $\frac{1}{2}$ or whole litre.
Put your answers in the table below.

Container	Estimate	Actual capacity

Think about how many drinks you have in a day.
How many cupfuls do you drink in a day?
Now find a suitable container that will hold all the drinks for one day.
How many mugs did you need?
About how many litres is that?

You need a bucket and a jug.

Remember:

- Estimate first, and then measure accurately.

How many litres of water do you need to fill the bucket?



Estimatejugs = 1 bucket

Actualjugs = 1 bucket



Plan and prepare for the project

Estimate, measure and compare capacity using common standard measures and non-standard measures (cupful, litres) instruments. 3-1,2,3

Mixing and coverage guide for Standard Paste Wallpaper Adhesive.

This table shows how much water to use for each sachet of paste.

Type of paper	Quantity of cold water to use per sachet	Approx coverage per sachet
Normal Wallpapers (including woodchip and lining paper)	6.5 litres	10 rolls
Vinyls and washable papers	5.5 litres	8 rolls
Embossed paper	4.5 litres	6 rolls

Use a bucket and water to find out how much paste can be made in your bucket.

Measure 6.5 litres of cold water into your bucket.

Is your bucket more than or less than half full?

Can you double the amount of water in your bucket?

Measure 4.5 litres of cold water into your bucket.

Is your bucket more than or less than half full?

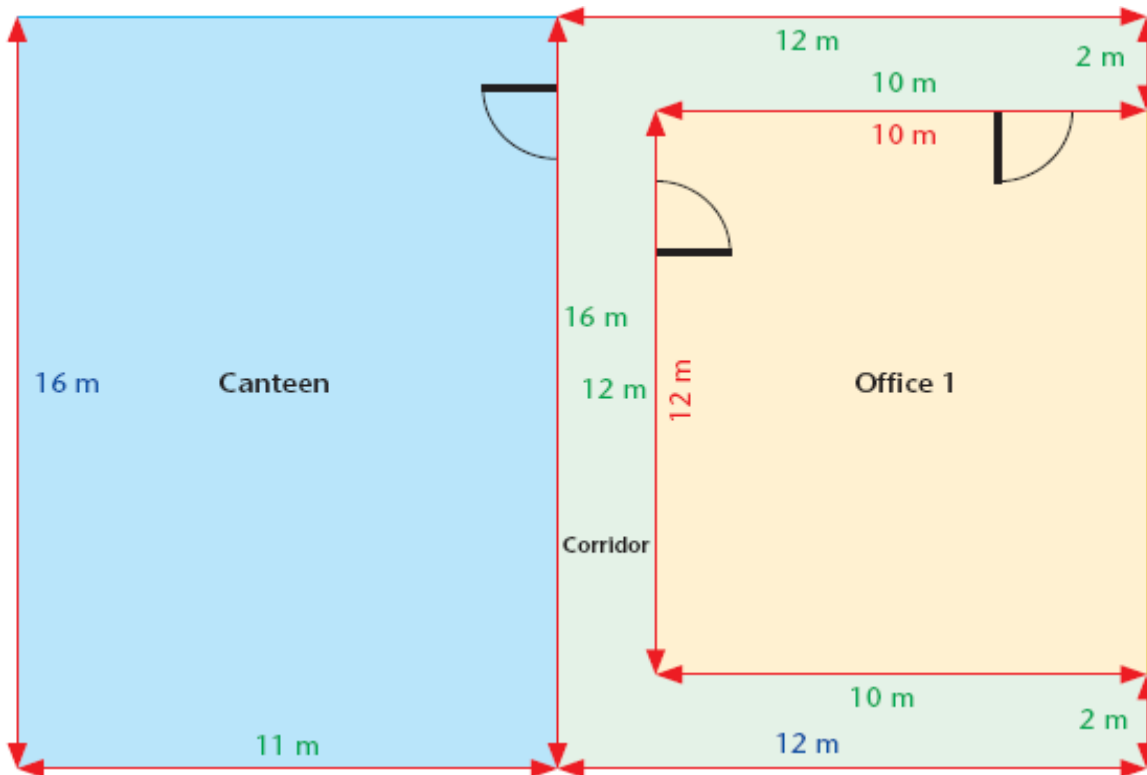
Can you double the amount of water in your bucket?

Mark on the jug $\frac{1}{2}$ litre, 2 l, and 5 l. You need 1 litre of paint for the ceiling. How many $\frac{1}{2}$ litre tins is that? Sort out cans of paint into capacity. Fill in table. Which 3 objects would you measure in litres/kilos/metres/centimetres (to add to paper).

weight	Capacity	Length

3. Apply plain wallpaper

Understand and apply everyday positional vocabulary 6-1,2



1. You need to decorate this area.
2. What is between the two rooms?
3. Where is the canteen?
4. Which doors are near to each other?
5. Draw a window opposite the canteen door.
6. Draw a pasting table inside the office.
7. Show your tutor where you plan to start wallpapering from.

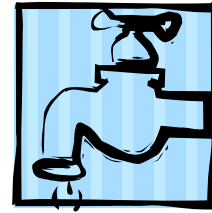
4. Maintain tools and working area

Understand and apply everyday positional vocabulary 6-1,2

You will need to look after your tools and tidy up after decorating.

Follow the instructions below. Tick the box when you have them.

Tell your tutor what else you will need to do. Add the task to the table.



done

Task	Completed?	Tutor to sign
Rinse your brushes under the tap.		
Fold your pasting table and put it next to the door		
Wash your bucket and put your clean brushes in it		
Throw away any bits of wallpaper and rubbish in the bin near the sink.		
Put your tool box next to the pasting table.		
Put any extra wallpaper near to the tool box.		
Put your step ladders next to the pasting table away from the door.		

You need to leave a message to say what time you will be back in the morning. Where would the best place for you to leave the message for others to find? Tick the correct answers.

In the bathroom

behind the mirror

on the window sill

Extension activity

Roll a rectangle of different size paper into tubes and use paper clips or tape to hold them together to make an open cylinder. The rectangle makes one curved surface of a cylinder. If the cylinder had a top and bottom, how many surfaces would it have altogether?

Resources for measuring:

- Rulers - 30 cm, tape measure, metre ruler
- Scales - bathroom scales, kitchen scales,
- measuring jug, mug, bucket, bottles, containers

Vocabulary:

- measure, long, tall, height, length, width, weigh, weight, heavy, light, capacity,
- between, to the right, to the left, inside, near to
- more than, less than, twice as much nearly, about
- longer, shorter, heavier, lighter, narrower, wider, bigger, smaller
- rectangle, square, cube, circle, triangle, cylinder,

Activities:

- labelling pictures of equipment, containers
- gap filling exercise
- fill in a table
- discuss results with others
- Follow instructions

Metric Measures - The Units

Length

1 centimetres also written as 1 cm

1 metre also written as 1 m

Capacity (liquid)

1 litre also written as 1 l

Weight

1 kilogram also written as 1 kg or 1 kilo

REMEMBER:

There are a 100 centimetre in 1 metre.

Also written as 100 cm in 1 m.

[Back to contents](#)

Appendix 9 – Blank Templates for Embedding Models

Embedding NOCN Units and Qualifications

Qualification Title: Unit: Level:	Entry Level Literacy /Numeracy Unit (s) Details:
Assessment Activities from the Assessment Grid	Benchmark Assessment Tasks
	<u>See Description Below</u>

Qualification Title: Unit: Level:		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference

Qualification Title: Unit: Level:		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference

Qualification Title: Unit: Level:		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference

Qualification Title: Unit: Level:		Suggested Skills for Life Activities and Assessments	Entry Level Literacy/ Numeracy unit(s) details; Learning Outcomes and Assessment Criteria	Tutor Information	
Learning Outcomes The learner will:	Assessment Criteria The learner can:			Optional Tutor Tracking for Skills for Life: Date achieved. Tutor Signature	Optional Portfolio Reference

