

## HO 5 – Examples of mapped units – NVQ Level 1 Beauty Therapy

Vocational Module G2 Reception Duties	Literacy need		Numeracy need		Tasks	Teaching & Learning Strategies/ <i>LLN Resources</i>	Assessment Methods/ Evidence
Assist with salon reception duties, on at least three occasions	Wt/E3.3	Sequence chronological writing	MSS1/E3.3	Read, measure and record time	Maintain the reception area	Student to assist with salon reception duties, on at least three occasions, whilst being observed by the tutor  <b><i>LLN Resources</i></b> <i>Chronological order</i> <i>Speaking &amp; listening guidelines</i> <i>Spelling strategies</i> <i>Digital and analogue/12hr and 24hr clock</i>	Worksheet – Reception Duties Evidence Assessor's comment Performance Evidence NV 24 Range Check NV25 Knowledge and Understanding Requirements Record NV7
	Ww/E3.1	Spell correctly common words and relevant key words for work and special interest	MSS/L1.2	Read, measure and record time in common date formats and in the 12hr and 24hr clock	Produce a written record of duties performed in the reception  Listen and speak to clients		
	SLlr/E3.2	Listen for detail in explanations, instructions and narratives in different contexts			Attend to clients and enquiries		
	SLc/E3.1	Speak clearly to be heard and understood using appropriate clarity, speed and phrasing			Produce a written record of any messages taken		
	Wt/L1.2	Judge how much to write and the level of detail to include			Help to make appointments for salon services		
	Ww/L1.1	Spell correctly words used most often in work, studies and daily life			Produce a written record of any appointments made		
	SLlr/L1.2	Listen for and understand explanations, instructions and narratives on different topics in a range of contexts					
	SLc/L1.1	Speak clearly in a way which suits the situation					

Example developed by Knowsley College for the Vocational Learning Support Programme to support 14 – 19 developments

QIA Skills for Life Quality Initiative

2.5/Planning to Embed Literacy, Language and Numeracy in Vocational or Other Programmes

HO 5 – Examples of mapped units

## Skills required for the ECDL Syllabus 4 – Word processing module and IT2 Word Processing – MS 2000 (EP) course

Outcome from learendirect course	Element of ECDL syllabus and skill required	Literacy Level	Curriculum Reference No.	Numeracy Level	Curriculum Reference No.
Be able to open, navigate and close Word	Save a document to another file type – need to be able to understand and use specialist key words such as Rich Text Format, HTML, file extension, template, etc	E3	<b>Rw/E3.1</b> Recognise and understand relevant specialist key words	N/A	
Be able to enter and edit text	Insert text: need to be able to use words and phrases to record information; proofread and correct writing; spell common words and relevant words for special interest; use punctuation marks on the keyboard correctly.	E3-L2	<b>Wt/E2.1</b> Use written words and phrases to record information <b>Wt/E3.4</b> Proofread and correct writing for grammar and spelling <b>Ww/E3.1</b> Spell correctly common words and relevant key words for work and special interest <b>Even up to Ww/L2.1 for reports etc</b> Spell correctly words used most often in work, studies and daily life, including familiar technical words <b>Ws/E3.3</b> Use punctuation correctly (e.g. capital letters, full stops, question marks, exclamation marks) <b>Even up to Ws/L2.4 for report writing etc.</b> Punctuate sentences correctly, and use punctuation accurately (e.g. commas, apostrophes, inverted commas, etc)	N/A	
	Select a character, word, line, sentence, paragraph, entire body text: need to be able to scan a text, recognise a sentence and a paragraph	E3	<b>Rt/E3.7</b> Scan texts to locate information <b>Rt/E3.5</b> Understand and use organisational features to locate information <b>Ws/E2.1</b> Construct simple and compound sentences <b>Wt/E3.2</b> Organise writing in short paragraphs	N/A	
	Delete text: need to be able to proofread text	E3	<b>(Wt/E3.4 again)</b>	N/A	

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Be able to format text	General formatting of text: need to understand why formatting is used to create different text effects for different purposes	L1	<b>Rt/L1.2</b> Recognise how language and other textual features are used to achieve different purposes (e.g. to instruct, explain, describe, persuade) <b>Wt/L1.5</b> Use format and structure for different purposes <b>(Wt/E3.2 again)</b>	N/A	
	Set and remove tabs, including decimal tab: need to recognise what a decimal is	N/A		E3	<b>N2/E3.3</b> read, write, order and compare decimals up to 2 decimal places in practical contexts
	Work with bulleted and numbered lists	E3	<b>Rt/E3.3</b> Recognise and understand the organisational features... of instructional texts	E2	<b>HD1/E2.5</b> represent information so that it makes sense to others (e.g. in <b>lists</b> , tables and diagrams)
Be able to lay out pages and structure documents	Formatting the whole document (margins, layout etc): need to understand why	L1	<b>(Rt/L1.2 again)</b> <b>(Wt/L1.5 again)</b> <b>(Wt/E3.2 again)</b>	N/A	
	Add fields in headers and footers (date, page number etc)	N/A		E2	<b>MSS/E2.3</b> read and record time in common date formats
	Apply automatic page numbering	N/A		E1	<b>N1/E1.3</b> order and compare numbers up to ten, including zero
Be able to create and edit tables	Working with tables generally	N/A		E2	<b>HD1/E2.5</b> represent information so that it makes sense to others (e.g. in lists, <b>tables</b> and diagrams)

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	Modify width of rows, height of columns, size of cells	N/A		E2	<b>MSS1/E2.5</b> Read, estimate, measure and compare length using common standard and non-standard units <b>MSS1/E2.9</b> Read simple scales to the nearest labelled division
Be able to import graphics and objects	Insert a picture	E3	<b>Rt/E3.9</b> Relate an image to print and use it to obtain meaning	N/A	
	Insert a chart	N/A		E2	<b>(HD1/E2.5 again)</b>
Be able to mail-merge and publish documents	Use mail-merge generally	L1	<b>(Wt/L1.5 again)</b>	E2	<b>(HD1/E2.5 again)</b>
	Understand the importance of proofing your document, including layout, presentation and spelling	L1	<b>Wt/L1.6</b> Proofread and revise writing for accuracy and meaning <b>Even up to Wt/L2.7 for reports etc</b> Proofread and revise writing for accuracy and meaning	N/A	
	Spell check a document and make changes	E3	<b>(Wt/E3.4 again)</b>	N/A	
	Add words to a custom-built dictionary: need to be able to know about dictionaries and how to use them	E3	<b>Rw/E3.3</b> Use a dictionary to find the meaning of unfamiliar words	N/A	

## General skills required to work through the course

Element of learned course and skill required	Literacy Level	Curriculum Reference No.	Numeracy Level	Curriculum Reference No.
Understand spoken explanations and instructions throughout the course: some are short explanations, some are longer, multi-step instructions and tasks.	E2-L1	<b>SLIr/E2.4</b> Listen to and follow short, straightforward explanations and instructions <b>SLIr/E3.2</b> Listen for detail in explanations, instructions and narratives in different contexts <b>SLIr/L1.2</b> Listen for and understand explanations, instructions and narratives on different topics in a range of contexts	N/A	
Understand explanatory texts: some shorter, but many requiring higher level reading strategies at level 1.  Including:  Skim read headings and titles to see if the section is relevant / of interest Scan texts to locate information and answers Obtain specific information and answers from detailed reading Use images, pictures and diagrams to obtain meaning Read sentences more than once to check for sense and meaning	E3-L1   E3 E3 E3 E3 L1	<b>Rt/E3.1</b> Trace and understand the main events of chronological, continuous descriptive and explanatory texts of more than one paragraph <b>Rt/L1.5</b> Use different reading strategies to find and obtain information  <b>Rt/E3.6</b> Skim read title, headings and illustrations to decide if material is of interest <b>Rt/E3.7</b> Scan texts to locate information  <b>Rt/E3.8</b> Obtain specific information through detailed reading <b>Rt/E3.9</b> relate an image to print and use it to obtain meaning <b>Rs/L1.1</b> use implicit and explicit grammatical knowledge...along with own knowledge and experience to predict meanings, and to read and check for sense	N/A	
Use organisational features to navigate around the course, assessments, assignments etc	L1	<b>Rt/L1.4</b> Use organisational and structural features to locate information, e.g. <i>contents, index, menus, subheadings, paragraphs</i>	N/A	

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Use the glossary	E3	<b>Rw/E3.3</b> Use a dictionary to find the meaning of unfamiliar words	N/A	
Understand specialist key words and technical vocabulary associated with the subject	E3-L2	<b>Rw/E3.1</b> recognise and understand relevant specialist key words <b>Rw/L2.1</b> read and understand technical vocabulary	N/A	
Spell correctly the specialist vocabulary required for the course	E3	<b>Ww/E3.1</b> Spell correctly common words and relevant key words for work and special interest	N/A	