Level 3 Award in Mathematics for Numeracy Teaching

About the course

The Level 3 Award in Mathematics for Numeracy Teaching aims to develop learner's knowledge and personal skills in Maths.

This qualification is recognised by the Society of Education and Training as meeting their Level 3 Mathematics or numeracy requirement when applying for QTLS.

Entry Requirements

There are no specific entry requirements. Candidates should however be working at a minimum level two in literacy and numeracy. You will be expected to be motivated and have access to a word processor, multi-media computer and the internet.

Course Structure

You need to achieve 12 credits by completing all four units highlighted below:

Unit No	Unit Title	Level	Guided Learning Hours	Credits
2	Using mathematics: personal and public life	3	30	6
3	Using mathematics: professional and vocational contexts	3	30	6

The Units in Detail

Unit 2	Using mathematics: personal and public life	
Level:	3	
Credit value:	6	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Be able to interpret mathematical situations in personal and public life	1.1	Explain the role of models in representing mathematical situations
	1.2	Analyse situations to interrogate for mathematical information and problems in personal and public life
	1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in personal and public life
2. Be able to process mathematical problems in personal and public life	2.1	Analyse mathematical procedures for efficiency and effectiveness
	2.2	Examine linear and non-linear mathematical patterns in personal and public life
	2.3	Change values and assumptions when investigating mathematical situation in personal and public life
	2.4	Use extended logic and multi-step structured processes to find mathematical

		solutions in personal and public life
3. Be able to analyse mathematical findings from personal and public life	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in personal and public life
	3.2	Interrogate mathematical conclusions for errors or misconceptions
	3.3	Interpret findings to draw conclusions in personal and public life
4. Be able to use mathematical communication in personal and public life	4.1	Select mathematical language for debate in personal and public life
	4.2	Select mathematical communication techniques to suit audience
	4.3	Present mathematical processing and analysis
	4.4	Describe findings using mathematical communication skills in personal and public life

Unit 3	Using mathematics: professional and vocational contexts	
Level:	3	
Credit value:	6	
Guided learning hours:	30	
Learning outcomes	Assessment criteria	
The learner will:	The learner can:	
1. Be able to interpret mathematical situations in professional and vocational contexts	1.1	Explain the role of models in representing mathematical situations
	1.2	Analyse situations to interrogate for mathematical information and problems in professional and vocational contexts
	1.3	Select mathematical methods, operations and tools to extract mathematical information from problem based contexts in professional and vocational contexts
2. Be able to process mathematical problems in professional and vocational contexts	2.1	Analyse mathematical procedures for efficiency and effectiveness
	2.2	Examine linear and non-linear mathematical patterns in professional and vocational contexts
	2.3	Change values and assumptions when investigating mathematical situations in

		professional and vocational contexts
	2.4	Use extended logic and multi-step structured processes to find mathematical solutions in professional and vocational contexts
3. Be able to analyse mathematical findings from professional and vocational contexts	3.1	Analyse the effect of accuracy on the reliability of mathematical findings in professional and vocational contexts
	3.2	Interrogate mathematical conclusions for errors or misconceptions
	3.3	Interpret findings to draw conclusions in professional and vocational contexts
4. Be able to use mathematical communication in professional and vocational contexts	4.1	Select mathematical language for debate in professional and vocational contexts
	4.2	Select mathematical communication techniques to suit audience
	4.3	Present mathematical processing and analysis
	4.4	Describe findings using mathematical communication skills in professional and vocational contexts

Course Delivery

The course is delivered by either distance, blended or as classroom based. You are expected to meet all course requirements regardless of the method of delivery. The course has a 60 hours guided learning requirement. The expected total qualification time is 120 hours.

Candidates studying by either distance or blended learning will need to fully participate in online activities and provide multimedia evidence whenever possible.

We are flexible and will work with you to devise a suitable holistic learning and assessment plan. We regularly host support sessions during the day, night and weekends.

Every candidate is allocated a tutor who will also be his or her assessor on enrolment. You will have access to resources, coursework, tutorials, events, forums, web conferences, and face-to-face sessions.

Assessment

The course is assessed by a portfolio of evidence made up of four short tasks, which include written and presentation exercises.

Costs

All current costs including instalment options are published on the course web page: https://www.vocationallearning.co.uk/level3mathematicsandnumeracy/