



Basic Number Skills PRE012210
This course is preparatory to TQA levels: 12 size value.

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RATIONALE

This course is part of a suite of courses designed to provide basic skills to high needs students, many of whom have a learning difficulty.

The course has a whole-of-life approach and aims to offer better outcomes in all aspects of students' lives and to assist people with disabilities to access achievable pathways to further training and or employment outcomes.

Some students may need this full suite of courses for study in both their years 11 and 12, some may need it for only part of their course load, and some may need some for year 11 before moving into other programs for Year 12.

PATHWAYS

This course provides very basic numeracy skills and is preparatory to the TQA level 1 course Everyday Maths.

COURSE SIZE AND COMPLEXITY

This course has been assessed as having a complexity level preliminary to TQA levels. It has a size value of 12.

COURSE DESCRIPTION

This course is designed to assist students to develop knowledge and skills to learn about numeration and its part in everyday living. Using a practical skills-based approach, this course is designed to encourage students to develop skills to understand how numbers, time, space, measurement, shapes and direction impact on their life. The development of problem solving in real-life situations is to be emphasised.

This course is specifically designed for learners who require flexible and individualised programs. The skills, knowledge and understandings offered in this course will enable students to move toward greater autonomy and independence.

The learning will take place in highly familiar contexts, using concrete and immediate examples, very restricted range of contexts and limited and highly familiar vocabulary. Tasks will involve a limited number of familiar processes.

LEARNING OUTCOMES

Through the study of this course students will:

- recognise numbers and demonstrate an awareness of relative values
 - develop a basic knowledge and understanding of time, money and measurement
 - apply basic numeration skills to every day situations.
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COURSE CONTENT

Students will undertake all six units of study with the emphasis being placed on areas of greatest need.

1. Basic number operations
2. Time
3. Shapes
4. Direction
5. Money
6. Measurement.

UNIT 1: Basic number operations

- Counts objects – up to 10 – with one to one correspondence
- Relative value – many, few, more than, same as
- Sets of items
- Recognises numbers up to 100
- Recognises a range of symbols - \$, +, -
- Uses a calculator to add whole numbers
- Idea of first, second, third.

Unit 2: Time

- Basic time-frames of day, night, morning, afternoon
- Concept of time passing – yesterday, today and tomorrow
- Concept of how much time common activities take
- Days of the week, months, years
- Hours, minutes and seconds
- Reading the time on a digital clock
- Use of a personal timetables
- Use calendar to record/plan events.

UNIT 3: Shapes

- Two dimensional and three dimensional shapes
- Straight, curved, round.

UNIT 4: Direction

- Up, down, left, right,
- Directions for going from one familiar place to another
- Position
- Simple maps
- Distance and direction.

UNIT 5: Money awareness of coins and notes to make a purchase

- Use of money to purchase goods and services
- Identification of common notes and coins
- Reading amounts of money
- Basic ideas of cost of common items
- Value and price of common goods.

UNIT 6: Measurement

- Idea of size, weight, length
- Measurement units e.g. metre, kilo
- Use of basic measuring tools such as ruler, scales
- Identifies and compares familiar items – eg size/weight of two items
- Safe handling of heavy objects.

ASSESSMENT

Assessment in this course is performance based, measuring student achievement in skills and knowledge against a performance standard. For this course two ratings are available: '*pass standard*' or '*not yet passed standard*'. Assessment may be made at any point in the program.

Each criterion in this course is described by performance indicators. In judging whether a student has achieved a 'pass standard' an assessor will be guided by these indicators but final assessment will be an holistic, on-balance judgement based on validated evidence.

Assessment methodologies may include – but are not limited to – written, electronic and oral presentations/discussions, direct assessor observations of learners' skills and written and/or practical testing.

Assessment instruments/tools need *not* be restricted to any single criterion. An assessment instrument may assess more than one criterion at a time.

Learners who are assessed with a 'not yet passed standard' are provided with further opportunities to demonstrate competency within the scope of the course's design time and TQA reporting requirements.

Internal assessment of all criteria will be made by the provider. Providers will report the student's rating for each criterion to the TQA.

QUALITY ASSURANCE PROCESSES

The following processes will be facilitated by the TQA to ensure that there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by students
- community confidence in the integrity and meaning of the qualification.

Processes – The TQA will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications the Authority issues. This will involve checking:

- student attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
 - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
 - class records of assessment
 - examples of student work that demonstrate the use of the marking guide
 - samples of current student's work, including that related to any work requirements articulated in the course document.

This process will usually also include interviews with past and present students.

It will be scheduled by the TQA using a risk-based approach.

CRITERIA

The assessment for this course will determine whether the student can:

1. Recognise whole numbers and demonstrates an awareness of relative value
2. Schedule familiar activities in a time-frame
3. Manage money in making simple purchases
4. Measure familiar objects using basic measuring tools
5. Find their way from one location to another – not within view.

STANDARDS

Criterion 1: Recognise whole numbers and demonstrate an awareness of relative value

Performance indicators

A learner can:

- Count objects up to 10
- Accurately recognise basic numerals and symbols
- Use a calculator to make basic calculations
- Understand relative value e.g. many, few, more than, same as.

Criterion 2: Schedule familiar activities in a time frame

Performance indicators

A learner can:

- Correctly read the time on a digital clock
- Estimate how long a limited range of familiar activities will take
- Organises personal time in an appropriate format e.g. diary planner, digital timetable etc
- Understand everyday time concepts e.g. minute, hour, week, month.

Criterion 3: Manage money in making simple purchases

Performance indicators

A learner can:

- Identify Australian notes and coins
- Read the cost of a small number of low-priced familiar items
- Count money available for purchase/s
- Add up costs of two items and estimate whether there is sufficient money to purchase them.

Criterion 4: Measure familiar objects using basic measuring tools

Performance indicators

A learner can:

- Use a ruler/tape to measure a range of familiar objects
- Use common scales (kitchen or bathroom) to weigh a range of items
- Estimate the measurement of a range of familiar items.

Criterion 5: Find their way from one location to another – not within view

Performance indicators

A learner can:

- Work out where they want to go and how to get there
- Safely move from place to place
- Adopt a range of strategies to locate themselves in unfamiliar settings.

QUALIFICATIONS AVAILABLE

Basic Number Skills (*with the award of*):

PRELIMINARY ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

AWARD REQUIREMENTS

Satisfactory Achievement:

4 Pass ratings

Preliminary Achievement:

3 Pass ratings

RELATIONSHIP OF QUALIFICATIONS TO TQA CERTIFICATES

Tasmanian Certificate of Education: The qualifications available have a level of complexity preliminary to that of TQA level 1. Achievement of the qualifications does not, therefore, contribute credit points towards meeting the participation and achievement standard of the Tasmanian Certificate of Education qualification.

Qualifications Certificate: The qualifications available can be listed on the Qualifications Certificate issued by the TQA.

COURSE EVALUATION

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for students and the possible consequences for delivery of the course.

The TQA can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

COURSE DEVELOPER

The TQA acknowledges the leadership role undertaken by the Tasmanian Polytechnic in the development of this course.

ACCREDITATION

The accreditation period for this course is from 1 Jan 2010 until 31 Dec 2014.

VERSION HISTORY

Version 1 - Accredited on 2 Dec 2009.