

UNIT TITLE: Introduction to Delivering Literacy, Language and Numeracy in the Context of Finance

LEVEL: Three

CREDIT VALUE: 3

NOCN UNIT CODE: GB2/3/SU/001

OPUS CODE: BZS157

ACCREDITED UNIT NO:

This unit has 3 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how literacy, language or numeracy can be delivered in the context of finance.	1.1. Explain why finance is an important context for the delivery of literacy, language or numeracy. 1.2. Summarise five key issues to be taken into account when delivering literacy, language or numeracy in the context of finance.
2. Understand the format and structure of the Adult Financial Capability Framework (AFCaF).	2.1. Explain how the Adult Financial Capability Framework is structured (AFCaF). 2.2. Use the Adult Financial Capability Framework (AFCaF) to undertake a self-assessment of financial skills, knowledge and understanding, including an explanation of how your decisions and outcomes were reached. 2.3. Develop a plan to improve own personal finance skills.
3. Know how to incorporate financial literacy into literacy, language or numeracy provision.	3.1. Select and evaluate a range of at least five resources for delivering literacy, language or numeracy in the context of finance. 3.2. Produce a plan, with a rationale, to integrate financial literacy into a literacy, language or numeracy programme.

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ASSESSMENT INFORMATION

Guidance:

This grid gives details of the assessment activities to be used with the unit attached. Please refer to the NOCN Centre Handbook for definitions of each activity and the expectations for assessment practice and evidence for moderation.

The assessment activities for this unit are indicated in the table below:

Key: P = Prescribed – this assessment method *must* be used to assess the unit.

O = Optional – this assessment method *could* be used to assess the unit.

Case study	O	Project	
Written question & answer/test/exam		Role play/simulation	
Essay	O	Practical demonstration	
Report	O	Group discussion	O
Oral question and answer		Performance/exhibition	
Written description	O	Production of artefact	
Reflective log / diary	O	Practice file	

Signposting Key Skills

This unit offers clear opportunities for learners to provide evidence of achievement in Key Skills achievement in the following skill area/s:

Key Skill		Wider Key Skill	
Communication	✓	Working with others	
Information Technology	✓	Problem solving	
Application of Number		Improving Own Learning and Performance	✓

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Worksheet for Learning Outcome 1:

Understand how literacy, language or numeracy can be delivered in the context of finance.

Note: You may choose one area e.g. literacy or language or numeracy or apply it to two or all 3 areas.

For all (Include any relevant paperwork from exercises undertaken during sessions)

AC 1.1 Explain why finance is an important context for the delivery of literacy, language or numeracy.

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AC 1.2 Summarise five key issues that need to be taken into account when delivering literacy, numeracy or numeracy in the context of finance

Note: You may choose one area e.g. literacy or language or numeracy or apply it to 2 or all 3 areas.

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Worksheet for Learning Outcome 2:

Understand the format and structure of the Adult Financial Capability Framework (AFCaF).

For all (Include any relevant paperwork from exercises undertaken during sessions)

(AC 2.1) Explain how the Adult Financial Capability Framework (AFCaF) is structured.

(AC2.2) Use the Adult Financial Capability Framework (AFCaF) to undertake a self-assessment of financial skills, knowledge and understanding, including an explanation of how your decisions and outcomes were reached.

(AC2.3) Develop a plan to improve own personal finance skills.

DELIVERING LITERACY, LANGUAGE AND NUMERACY IN THE CONTEXT OF FINANCE

(AC 3.2) Produce a plan, with a rationale, to integrate financial literacy into a literacy, language or numeracy programme.

Using either your own teaching group or a case study, identify how you could incorporate financial literacy into your own (or other) provision by outlining a plan. (This plan may be in diagrammatic, pictorial or written form. Evidence of a group activity/flipchart or photograph of flipchart will be acceptable.)

In planning consider

- a) context
- b) timing
- c) content/topic areas/activities
- d) learning and teaching methods
- e) resources

Please add a paragraph of additional notes to explain your decisions.

You may outline the plan, using any proforma that you find useful.

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