

Unit Title: Using Mathematics: Professional And Vocational Contexts
Unit Level: Level 3
Unit Credit Value: 6
GLH: 30
LASER Unit Code: WJB406
Ofqual Unit Code: F/503/4863

This unit has 4 learning outcomes

| 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 |

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| Assessment Guidance: |
| NA |

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| Additional Information: |
| NA |