Title	Use functional literacy skills in a range of day-to-day contexts		
Level	1	Credits	5

Purpose	This unit standard is intended for ākonga/learners with learning disabilities, including those with intellectual disability. They are people who require support with their learning either through additional resources, specialised equipment or adapted teaching programmes. People credited with this unit standard are able to use functional literacy skills in a range of day-to-day contexts (Supported Learning).

Classification	Supported Learning > Supported Learning - Personal, Community and Work Skills

Available grade	Achieved

Guidance Information

1   This unit standard may contribute to programmes leading to the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) [Ref: 2853]. It is not expected to contribute to the National Certificate of Educational Achievement (Level 1) [Ref: 0928] (NCEA).

2   This unit standard will be carried out in situations that are limited in range, meaningful, repetitive and familiar, and ākonga/learners will be engaged in activities within defined contexts.

3   The assessor must be satisfied that the ākonga/learner can demonstrate competence against the unit standard, with minimal support towards increased independence.

4   The pace of teaching and learning for ākonga/learners with disabilities, may take longer than 50 hours to achieve 5 credits.

5   This unit standard may be assessed in conjunction with other Supported Learning unit standards to allow for integrated assessment. The assessment should be integrated into a meaningful social, cultural, family/whānau, community and/or work context.

6   Assessments involve using a variety of methods that gives the ākonga/learner the opportunity to show competence. It is recommended that the collection of evidence is naturally occurring, in real life contexts, and collected over an extended timeframe. It may be oral or written, or practical evidence. Contexts may include but are not limited to – daily living activities, recreation, community, work, education.

7   The assessor must be satisfied that the naturally occurring evidence can be attributed to the ākonga/learner. A verifier's checklist is acceptable if accompanied by evidence that includes examples from the ākonga/learner's performance.

8   Assessments and evidence may involve the use of digital technology – internet, laptop/iPad/tablet/cell phone, and augmentative communication, where appropriate for the ākonga/learner and context.

9   Two ākonga/learners may be assessed simultaneously, but each ākonga/learner must fulfil the requirements of the unit standard independently.

10   Ākonga/learners who use augmentative and alternative communication can use this as evidence for 'speaking' to achieve this standard.

11   Ākonga/learners who do not use augmentative and alternative communication (eg verbal speakers) need to submit evidence of oral presentations such as role play, interview, or conversation. Natural, unscripted conversation-type interactions will generate valid evidence.

12   For the purpose of this standard, a reader and/or writer can be used to assist the ākonga/learner in assessment.

13   Definition
      Functional literacy refers to the ability to use language, symbols and text to communicate effectively.

Outcomes and performance criteria

Outcome 1

Use functional literacy skills in a range of day-to-day contexts.

Range   literacy skills include – speaking, reading, writing, visual communication, listening;
a total of five pieces of evidence demonstrating at least three different literacy skills is required.

Performance criteria

1.1   Literacy skills are used to carry out tasks in a clear, specific manner appropriate to the ākonga/learner, purpose and contexts.

         Range   tasks may include but are not limited to – writing and/or reading emails and/or text messages; reading recipes, bus timetables, webpages, or maps; giving directions; having conversations.

Planned review date	31 December 2026

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	19 November 2015	31 December 2023
Rollover and Revision	2	26 November 2020	31 December 2023
Review	3	28 April 2022	N/A

Consent and Moderation Requirements (CMR) reference	0113

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.

Comments on this unit standard

Please contact NZQA National Qualifications Services nqs@nzqa.govt.nz if you wish to suggest changes to the content of this unit standard.