



Ascentis Entry Level 1 Award in Mathematical Skills
Ascentis Entry Level 1 Extended Award in Mathematical Skills
Ascentis Entry Level 1 Certificate in Mathematical Skills

- Whole Numbers (Entry 1)
- Addition Skills (Entry 1)
- Subtraction Skills (Entry 1)
- Understanding Money and Time (Entry 1)
- Understanding Measures (Entry 1)
- Understanding Shape and Space (Entry 1)
- Data Handling (Entry 1)

Specification

Ofqual Number (See page 4 of the specification)

Ofqual Start Date	01/01/2014
Ofqual Review Date	31/07/2020
Ofqual Certification Review Date	31/07/2021

ABOUT ASCENTIS

Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

Ascentis is distinctive and unusual in that it is both

- **An Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

ASCENTIS CONTACT DETAILS

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ASCENTIS ENTRY LEVEL AWARDS IN MATHEMATICAL SKILLS (ENTRY 1)

Introduction

The Ascentis Entry Level Awards in Mathematical Skills (Entry 1) and the Entry Level Certificate in Mathematical Skills (Entry 1) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 1. They are intended to aid progression to further study through Mathematics Functional Skills qualifications. The Ascentis Entry Level Awards in Mathematical Skills (Entry 1) are a range of small qualifications which have been designed to 'bridge the gap' in learners' mathematical knowledge thus focussing on developing confidence and ability.

There are several features of these qualifications that make them very appropriate for their target learners

- Wide range of single unit Awards – 7 in total
- Relatively short qualifications of 10 – 20 guided learning hours – bite sized learning
- Can be delivered either as a classroom based course or as a blended learning programme
- Assessed by completion of Ascentis designed assessment – no portfolio of evidence required
- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres

Aims

The aims of this suite of qualifications are to enable learners

- 1 To gain underpinning mathematical skills
- 2 To bridge the gap in their mathematical knowledge
- 3 To prepare for the completion of the Functional Skills in Mathematics at Entry 1
- 4 To progress onto the Ascentis Entry 2 Awards in Mathematical Skills
- 5 To develop the skills required to move into the world of work or work-based learning

Target Group

These qualifications are aimed at a range of learners, including:

- Adults who wish to develop and demonstrate their skills in Mathematics
- Young people aged 14 – 19 who wish to develop and demonstrate their skills in some aspects of Mathematics.

Ofqual Qualification Numbers

Ascentis Entry Level 1 Award in Mathematical Skills	601/3827/0
Ascentis Entry Level 1 Extended Award in Mathematical Skills	601/3829/4
Ascentis Entry Level 1 Award in Mathematical Skills – Whole Numbers	601/2212/2
Ascentis Entry Level 1 Award in Mathematical Skills – Addition Skills	601/2196/8
Ascentis Entry Level 1 Award in Mathematical Skills – Subtraction Skills	601/2203/1
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Money and Time	601/2208/0
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Measures	601/2207/9
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Shape and Space	601/2209/2
Ascentis Entry Level 1 Award in Mathematical Skills – Data Handling	601/2197/X
Ascentis Entry Level 1 Certificate in Mathematical Skills	601/2146/4

Rationale for the Rules of Combination

Learners must complete one unit for each Award at Entry 1. These are single unit qualifications and certification is given for achieving a pass in the Ascentis designed assessment.

Learners who achieve all 13 credits may wish to claim an Entry Level Certificate in Mathematical Skills (Entry 1).

Rules of Combination

Ascentis Entry Level Award in Mathematical Skills – Whole Numbers (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E1	2	20	D/505/5929

Ascentis Entry Level Award in Mathematical Skills – Addition Skills (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Addition Skills	E1	2	20	R/505/5930

Ascentis Entry Level Award in Mathematical Skills - Subtraction Skills (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Subtraction Skills	E1	2	20	F/505/5938

Ascentis Entry Level Award in Mathematical Skills – Understanding Money and Time (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Understanding Money and Time	E1	2	20	A/505/5940

Ascentis Entry Level Award in Mathematical Skills – Understanding Measures (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Understanding Measures	E1	2	20	J/505/5942

Ascentis Entry Level Award in Mathematical Skills – Understanding Shape and Space (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Understanding Shape and Space	E1	1	10	R/505/5944

Ascentis Entry Level Award in Mathematical Skills – Data Handling (Entry 1)

Title	Level	Credit Value	GLH	Unit ref
Data Handling	E1	2	20	J/505/7223

Ascentis Entry Level Award in Mathematical Skills (Entry 1)

Minimum credits: 3
Maximum credits: 5

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E1	2	20	D/505/5929
Addition Skills	E1	2	20	R/505/5930
Subtraction Skills	E1	2	20	F/505/5938
Understanding Money and Time	E1	2	20	A/505/5940
Understanding Measures	E1	2	20	J/505/5942
Understanding Shape and Space	E1	1	10	R/505/5944
Data Handling	E1	2	20	J/505/7223

Credits from equivalent Units:
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Ascentis Entry Level Extended Award in Mathematical Skills (Entry 1)

Minimum credits: 6
Maximum credits: 12

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E1	2	20	D/505/5929
Addition Skills	E1	2	20	R/505/5930
Subtraction Skills	E1	2	20	F/505/5938
Understanding Money and Time	E1	2	20	A/505/5940
Understanding Measures	E1	2	20	J/505/5942
Understanding Shape and Space	E1	1	10	R/505/5944
Data Handling	E1	2	20	J/505/7223

Credits from equivalent Units:
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Ascentis Entry Level Certificate in Mathematical Skills (Entry 1)

Credits: 13

Title	Level	Credit Value	GLH	Unit ref
Whole Numbers	E1	2	20	D/505/5929
Addition Skills	E1	2	20	R/505/5930
Subtraction Skills	E1	2	20	F/505/5938
Understanding Money and Time	E1	2	20	A/505/5940
Understanding Measures	E1	2	20	J/505/5942
Understanding Shape and Space	E1	1	10	R/505/5944
Data Handling	E1	2	20	J/505/7223

Credits from equivalent Units:
Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.

Recommended Prior Knowledge, Attainment and/or Experience

Learners should be able to evidence the appropriate mathematical skill as stated in the unit, where required, to at least Entry 1 prior to starting to study these qualifications.

Recommended Guided Learning Hours

The recommended guided learning hours are –

Ascentis Entry Level 1 Award in Mathematical Skills is 30
Ascentis Entry Level 1 Extended Award in Mathematical Skills is 60
Ascentis Entry Level 1 Award in Mathematical Skills – Whole Numbers is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Addition Skills is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Subtraction Skills is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Money and Time is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Measures is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Shape and Space is 10
Ascentis Entry Level 1 Award in Mathematical Skills – Data Handling is 20
Ascentis Entry Level 1 Certificate in Mathematical Skills is 130

Total Qualification Time

The total qualification time is –

Ascentis Entry Level 1 Award in Mathematical Skills is 30
Ascentis Entry Level 1 Extended Award in Mathematical Skills is 60
Ascentis Entry Level 1 Award in Mathematical Skills – Whole Numbers is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Addition Skills is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Subtraction Skills is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Money and Time is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Measures is 20
Ascentis Entry Level 1 Award in Mathematical Skills – Understanding Shape and Space is 10
Ascentis Entry Level 1 Award in Mathematical Skills – Data Handling is 20
Ascentis Entry Level 1 Certificate in Mathematical Skills is 130

Age Range of Qualification

These qualifications are suitable for young people aged 14 – 19 and adult learners.

Opportunities for Progression

These qualifications offer

- The opportunity to move towards Mathematics Functional Skills at Entry 1 or Entry 2 or Mathematics Awards at Entry 2
- Evidence of achievement for learners moving into the world of work or work-based learning

Mapping/Relationship to National Occupational Standards

These qualifications are mapped to the Adult Numeracy Core Curriculum. This can be viewed at: <http://www.excellencegateway.org.uk/sflcurriculum>

Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at www.ascentis.co.uk.

Registration

All learners **MUST** be registered electronically via the Ascentis electronic registration portal prior to the intended assessment date.

Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, for candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. All assessment papers may be enlarged, if required, with the exception of the Understanding Measures assessment paper. If enlargement of this paper is required, please contact the Ascentis office prior to the assessment. There are also arrangements for special consideration for any candidate suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website www.ascentis.co.uk or through contacting the Ascentis office.

ASSESSMENT ARRANGEMENTS

Assessment

Each unit is assessed through an assessment to be taken under supervised conditions. Guide times are provided for each assessment. The assessment is then internally assessed and verified by the centre and then externally verified by Ascentis.

The assessment assesses directly the mathematical skills within the unit and may contain questions that require the learner to apply the skills they have learnt to simple practical situations.

The learner will evidence achievement of all the Assessment Criteria for each unit by completing the Ascentis-designed assessment for that unit. Once a learner has all the evidence for an Award or the Certificate, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made. The work should be kept in the centre under secure conditions.

Ascentis Designed Assessments

Each Entry 1 Award is assessed through an Ascentis designed assessment. This must be conducted in centres under supervised conditions. Learners may re-sit the assessment three times.

These assessments are available to download in the secure examinations section of Ascentis' on-line portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions. Three sets of live assessments will be made available.

Conduct of Assessments

The assessor may read out the instructions on the front page of the assessment paper to the candidate and may read out the instructions and questions within the paper, which could include rephrasing of the questions if necessary.

VERIFICATION ARRANGEMENTS

Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website www.ascentis.co.uk

External Verification

In order to support the roll-on, roll-off nature of this provision, which is likely to be offered over short time scales, Ascentis will offer a flexible approach to External Verification. This will include verification by post.

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should be knowledgeable and competent within the areas of Mathematics and Numeracy in which they are making assessment decisions/delivering these qualifications.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on Quartz Web or the Ascentis website.

UNIT SPECIFICATIONS

Whole Numbers

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to recognise numbers up to 10, arrange them in size order and compare them.

This unit maps to the Adult Numeracy Core Curriculum in the following areas

N1/E1.1, N1/E1.2, N1/E1.3

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to count up to 10	1.1 Count forwards from 1 to 10 in order 1.2 Count onwards from any number up to 10 1.3 Count items up to 10, recognising that if they are rearranged there are still the same number of items
2 Be able to count backwards from 10	2.1 Count backwards from 10 to 1 2.2 Count backwards to 1 from any number up to 10
3 Know the written form of the numbers 0 to 10	3.1 Read the number names from 0 to 10 3.2 Write the number names 0 to 10 3.3 Read the numbers from 0 to 10 in digit form 3.4 Write the numbers 0 to 10 in digit form 3.5 Match numbers in words and digit form up to 10
4 Be able to order the digits 0 to 10	4.1 Arrange digits in order of size 0 to 10 4.2 Identify when a number is lower or higher than another, using numbers up to 10 4.3 Identify the ordinal numbers up to 10, e.g. first, second, third

UNIT SPECIFICATIONS

Addition Skills

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to add single digit whole numbers. This unit assumes that the learner has prior skills in numbers at Entry 1. These skills may have been gained through the achievement of the Ascentis Number unit at Entry 1 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas
N1/E1.4, N1/E1.6, N1/E1.7

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know symbols and related vocabulary for addition	1.1 Identify the words used for addition 1.2 Identify the symbols used for addition 1.3 Match addition sums in words to number sentences
2 Be able to add single digit numbers up to 10	2.1 Add objects to total up to 10 2.2 Add all the pairs of numbers with a total of 10 2.3 Make addition sentences with numbers and symbols to total up to 10
3 Know that answers for addition are correct	3.1 Use a calculator to check answers are correct for additions that total up to 10
4 Be able to identify equivalent additions	4.1 Identify equivalent additions that total up to 10
5 Be able to use addition in a practical situation	5.1 Use addition in a practical situation where the answer totals up to 10

UNIT SPECIFICATIONS

Subtraction Skills

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to subtract single digit whole numbers. This unit assumes that the learner has prior skills in whole numbers at Entry 1. These skills may have been gained through the achievement of the Ascentis Numbers unit at Entry 1 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
N1/E1.5, N1/E1.6, N1/E1.7

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Know symbols and related vocabulary for subtraction	1.1 Identify the words used for subtraction
	1.2 Identify the symbols used for subtraction
	1.3 Match the subtraction sums in words to number sentences
2 Be able to subtract single digit numbers from numbers up to 10	2.1 Subtract objects from numbers up to 10
	2.2 Subtract single digit numbers from numbers up to 10
	2.3 Make subtraction sentences with numbers and symbols
3 Know that subtraction answers are correct	3.1 Use a calculator to check answers to subtractions are correct where the highest digit is 10 or less
4 Be able to identify equivalent subtraction	4.1 Identify equivalent subtractions where the highest digit is 10 or less
5 Be able to use subtraction in a practical situation	5.1 Use subtraction in a practical situation where the highest digit is 10 or less

UNIT SPECIFICATIONS

Understanding Money and Time

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to recognise and select correct coins and notes. It will also provide an opportunity for learners to know the seasons and parts of the day and tell the time in o'clock time. This unit assumes that the learner has prior skills in numbers at Entry 1. These skills may have been gained through the achievement of the Ascentis Number unit at Entry 1 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas
MSS1/E1.1, MSS1/E1.2

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Know the names and values of coins and notes involving the whole numbers from 1 to 10	1.1	Identify 1p, 2p, 5p and 10p coins
		1.2	Identify £1 and £2 coins
		1.3	Identify £5 and £10 notes
		1.4	Identify the symbols 'p' and '£' in an everyday situation
2	Be able to select coins and notes involving the whole numbers from 1 to 10	2.1	Choose coins which total up to 10p in different ways
		2.2	Choose £1 and £2 coins and £5 notes to total up to £10 in different ways
3	Know the different parts of the day	3.1	Use vocabulary related to the time of day, e.g. midday, morning, afternoon
4	Be able to recognise time in o'clock times	4.1	Tell the time in o'clock times
		4.2	Relate the o'clock times of familiar events to parts of the day
5	Know the days of the week and their order	5.1	State the days of the week
		5.2	Order the days of the week
6	Know the seasons of the year and their order	6.1	State the seasons of the year
		6.2	Order the seasons of the year
		6.3	Relate familiar events to the seasons of the year

UNIT SPECIFICATIONS

Understanding Measures

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to describe and compare the size, weight and capacity of objects.

This unit maps to the Adult Numeracy Core Curriculum in the following areas
MSS1/E1.3, MSS1/E1.4, MSS1/E1.5, MSS1/E1.6

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria
The learner will be able to		The learner can
1	Be able to understand and use the vocabulary related to size	1.1 Identify familiar objects in terms of size, large, small
		1.2 Compare familiar objects in terms of size, e.g. larger, smaller, smallest
2	Be able to describe objects using the vocabulary related to length, width and height	2.1 Describe familiar objects using the vocabulary of length, width and height, e.g. long, short, wide, narrow, tall
3	Be able to make comparisons between the size of objects	3.1 Compare familiar objects in terms of length, width and height
4	Be able to describe objects using the vocabulary related to weight	4.1 Describe familiar objects using the vocabulary of Weight, e.g. heavy, light
5	Be able to make comparisons between weight of objects	5.1 Compare familiar objects of different sizes in terms of weight
		5.2 Compare familiar objects of the same size in terms of weight
6	Be able to describe objects using the vocabulary related to capacity	6.1 Describe familiar objects using the vocabulary of Capacity, e.g. full, empty
7	Be able to make comparisons between the capacity of objects	7.1 Compare familiar objects in terms of capacity

UNIT SPECIFICATIONS

Understanding Shape and Space

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E1

Introduction

This unit will give learners an opportunity to recognise, name and sort 2D and 3D shapes.

This unit maps to the Adult Numeracy Core Curriculum in the following areas
MSS2/E1.1, MSS2/E1.2

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to recognise common 2D and 3D shapes	1.1	Recognise common 2D shapes
		1.2	Recognise common 3D shapes
2	Be able to name common 2D and 3D shapes	2.1	Name common 2D shapes, e.g. rectangle, square, circle
		2.2	Name common 3D shapes, e.g. cube
3	Understand everyday positional vocabulary	3.1	Use everyday positional vocabulary in familiar contexts, e.g. between, inside, near to

UNIT SPECIFICATIONS

Data Handling

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E1

Introduction

This unit will give learners an opportunity to extract information, sort and classify objects and represent data. This unit assumes that the learner has prior skills in numbers, measures or shape and space at Entry 1. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit, the Ascentis Understanding Measures unit or the Ascentis Understanding Shape and Space unit at Entry 1 or equivalent units. Alternatively the learner may be asked to demonstrate the skills in numbers, measures or shape and space through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas
HD1/E1.1, HD1/E1.2, HD1/E1.3

Assessment will be through the completion of an assessment which will be carried out under supervised conditions.

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Be able to extract information from a list	1.1	Select information from lists that are ordered in different ways, e.g. alphabetically, numerically
2	Be able to sort objects using a single criterion	2.1	Sort objects using a single given criterion, e.g. colour, shape
		2.2	State the sorting criteria used
		2.3	Sort a set of objects using different single criteria in turn, e.g. colour and then size
		2.4	State the different sorting criteria used
3	Be able to construct simple representation or diagrams	3.1	Identify different ways in which data can be represented, e.g. numbered list, simple pictograms, colour coding
		3.2	Represent data in different ways

APPENDIX 1

Summary Record of Achievement

Entry Level Award/Extended Award/Certificate in Mathematical Skills (Entry 1)

Learner Name _____

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Whole Numbers	Entry 1	2			
Addition Skills	Entry 1	2			
Subtraction Skills	Entry 1	2			
Understanding Money and Time	Entry 1	2			
Understanding Measures	Entry 1	2			
Understanding Shape and Space	Entry 1	1			
Data Handling	Entry 1	2			

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____