



## Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills)

## Ascentis Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills)

- Developing and Applying Number Skills (Entry Level 3)
- Developing and Applying Addition and Subtraction Skills (Entry Level 3)
- Multiplication of Whole Numbers (Entry Level 3)
- Division of Whole Numbers (Entry Level 3)
- Developing and Applying Fraction Skills (Entry Level 3)
- Developing and Applying Decimal Skills (Entry Level 3)
- Money: Adding and Subtracting (Entry Level 3)
- Time (Entry Level 3)
- Measuring and Estimating: Distance and Length (Entry Level 3)
- Measure: Capacity and Temperature (Entry Level 3)
- Developing and Applying Shape and Space Skills (Entry Level 3)
- Data Handling: Recording and Representing Data (Entry Level 3)
- Data Handling: Extracting and Interpreting Data (Entry Level 3)

## Ascentis Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills)

### Specification

**Ofqual Number** (See page 4 of the specification)

Ofqual Start Date:	01/08/2022
Ofqual Review Date:	31/07/2028
Ofqual Certification Review Date:	31/07/2029

## 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, England), Council for the Curriculum, Examinations and Assessment (CCEA, Northern Ireland) and Qualifications Wales

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 progression 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

Ascentis House  
Lancaster Business Park  
3 Mannin Way  
Lancaster  
LA1 3SW  
Tel 01524 845046  
[www.ascentis.co.uk](http://www.ascentis.co.uk)

Company limited by guarantee. Registered in England and Wales No. 6799564. Registered Charity No. 1129180

## TABLE OF CONTENTS

### ASCENTIS ENTRY LEVEL 3 AWARDS / EXTENDED AWARD / CERTIFICATE IN MATHEMATICS (STEPPING STONES TO FUNCTIONAL SKILLS)

Introduction	4
Aims	4
Target Group	4
Regulation Codes	4
Rationale for Rules of Combination	6
Rules of Combination	6
Recommended Prior Knowledge, Attainment and/or Experience	9
Recommended Guided Learning Hours	9
Total Qualification Time	10
Age Range of Qualification	10
Opportunities for Progression	10
Mapping/Relationship to National Occupational Standards	11
Centre Recognition	11
Qualification Approval	11
Registration	11
Status in England, Wales and Northern Ireland	11
Reasonable Adjustments and Special Considerations	11
Enquiries and Appeals Procedure	12
Useful Links	12

### ASSESSMENT ARRANGEMENTS

Assessment	13
Ascentis Designed Assessments	13
The Use of Artificial Intelligence (AI) in Assessments	13

### VERIFICATION ARRANGEMENTS

Internal Verification	14
External Verification	14
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	14

### UNIT SPECIFICATIONS

Developing and Applying Number Skills	16
Developing and Applying Addition and Subtraction Skills	17
Multiplication of Whole Numbers	18
Division of Whole Numbers	19
Developing and Applying Fraction Skills	20
Developing and Applying Decimal Skills	21
Money: Adding and Subtracting	22
Time	23
Measuring and Estimating: Distance and Length	24
Measure: Capacity and Temperature	25
Developing and Applying Shape and Space Skills	26
Data Handling: Recording and Representing Data	27
Data Handling: Extracting and Interpreting Data	28
Appendix 1: Summary Record of Achievement	29

# ASCENTIS ENTRY LEVEL 3 AWARDS / EXTENDED AWARD / CERTIFICATE IN MATHEMATICS (STEPPING STONES TO FUNCTIONAL SKILLS)

---

## Introduction

The Ascentis Entry Level 3 Awards and Extended Award in Mathematics (Stepping Stones to Functional Skills) and the Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 3. They are intended to aid progression, either to further study through Mathematics Functional Skills or GCSE Mathematics qualifications. The Ascentis Entry Level 3 Awards in Mathematics (Stepping Stones to Functional Skills) are a range of small qualifications which have been designed to 'bridge the gaps' in learners' mathematical knowledge, thus focus 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 – 13 in total
- Unit certification is available for each of the units
- Relatively short qualifications of 10 guided learning hours, for most units, providing achievable learning goals
- Can be delivered either as a classroom-based course or as a blended learning programme
- Assessed by completion of Ascentis-designed assessments – 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 presented using everyday contexts
- 2 To bridge the gap in their mathematical knowledge
- 3 To prepare for the completion of the Functional Skills in Mathematics qualification at Level 1 or GCSE Mathematics
- 4 To progress onto the Ascentis Level 1 Award and Certificate in Mathematics (Stepping Stones to Functional 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

## Regulation Codes

Ofqual Qualification Numbers:

- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Number Skills – 610/0440/6
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Addition and Subtraction Skills – 610/0441/8
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers – 610/0442/X
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers – 610/0443/1
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills – 610/0444/3
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills – 610/0445/5

- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) - Money: Adding and Subtracting - 610/0446/7
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time – 610/0447/9
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length – 610/0448/0
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature – 610/0449/2
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Shape and Space Skills – 610/0450/9
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data – 610/0451/0
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data – 610/0452/2
  
- Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – 610/0453/4
- Ascentis Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills) – 610/0454/6
- Ascentis Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills) – 610/0456/X

## Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Entry Level 3. These are single-unit qualifications and certification is given for achieving a pass in the Ascentis-designed assessment.

Learners who achieve a minimum of 13 credits using any combination of the Entry Level 3 Awards may wish to claim an Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills).

## Rules of Combination

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Number Skills

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Addition and Subtraction Skills

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers

Title	Level	Credit Value	GLH	Unit Reference
Multiplication of Whole Numbers	E3	1	10	M/650/1308

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers

Title	Level	Credit Value	GLH	Unit Reference
Division of Whole Numbers	E3	1	10	D/650/1311

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Fraction Skills	E3	1	10	F/650/1312

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Decimal Skills	E3	1	10	H/650/1313

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Money: Adding and Subtracting

Title	Level	Credit Value	GLH	Unit Reference
Money: Adding and Subtracting	E3	2	20	K/650/1315

**Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time**

Title	Level	Credit Value	GLH	Unit Reference
Time	E3	1	10	J/650/1323

**Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length**

Title	Level	Credit Value	GLH	Unit Reference
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334

**Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature**

Title	Level	Credit Value	GLH	Unit Reference
Measure: Capacity and Temperature	E3	1	10	M/650/1335

**Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Shape and Space Skills**

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317

**Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data**

Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336

**Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data**

Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337

### Ascentis Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills)

Minimum credits: 3  
Maximum credits: 5

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305
Multiplication of Whole Numbers	E3	1	10	M/650/1308
Division of Whole Numbers	E3	1	10	D/650/1311
Developing and Applying Fraction Skills	E3	1	10	F/650/1312
Developing and Applying Decimal Skills	E3	1	10	H/650/1313
Money: Adding and Subtracting	E3	2	20	K/650/1315
Time	E3	1	10	J/650/1323
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334
Measure: Capacity and Temperature	E3	1	10	M/650/1335
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337

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 3 Extended Award in Mathematics (Stepping Stones to Functional Skills)

Minimum credits: 6  
Maximum credits: 12

Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305
Multiplication of Whole Numbers	E3	1	10	M/650/1308
Division of Whole Numbers	E3	1	10	D/650/1311
Developing and Applying Fraction Skills	E3	1	10	F/650/1312
Developing and Applying Decimal Skills	E3	1	10	H/650/1313
Money: Adding and Subtracting	E3	2	20	K/650/1315
Time	E3	1	10	J/650/1323
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334
Measure: Capacity and Temperature	E3	1	10	M/650/1335
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336

Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337
Credits from equivalent units: Please contact the Ascentis office to request equivalences, and ask to speak to a member of the Qualifications Development Team.				

<b>Ascentis Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills)</b>				
				Credits: 13
Title	Level	Credit Value	GLH	Unit Reference
Developing and Applying Number Skills	E3	2	20	H/650/1304
Developing and Applying Addition and Subtraction Skills	E3	1	10	J/650/1305
Multiplication of Whole Numbers	E3	1	10	M/650/1308
Division of Whole Numbers	E3	1	10	D/650/1311
Developing and Applying Fraction Skills	E3	1	10	F/650/1312
Developing and Applying Decimal Skills	E3	1	10	H/650/1313
Money: Adding and Subtracting	E3	2	20	K/650/1315
Time	E3	1	10	J/650/1323
Measuring and Estimating: Distance and Length	E3	1	10	L/650/1334
Measure: Capacity and Temperature	E3	1	10	M/650/1335
Developing and Applying Shape and Space Skills	E3	1	10	M/650/1317
Data Handling: Recording and Representing Data	E3	1	10	R/650/1336
Data Handling: Extracting and Interpreting Data	E3	1	10	T/650/1337
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 a level of mathematical skill to at least Entry Level 2 prior to studying these qualifications.

### Recommended Guided Learning Hours

The recommended guided learning hours are:

- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Number Skills: 20
- Entry Level 3 in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Addition and Subtraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills: 10

- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Money: Adding and Subtracting: 20
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Shape and Space Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data: 10
  
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills): 130

### Total Qualification Time

The total qualification time is:

- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Number Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Addition and Subtraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Division of Whole Numbers: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Fraction Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Decimal Skills: 10
- Entry level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Money: Adding and Subtracting: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Time: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measuring and Estimating: Distance and Length: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Measure: Capacity and Temperature: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Applying Shape and Space Skills: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Recording and Representing Data: 10
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Interpreting Data: 10
  
- Entry Level 3 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 3 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 3 Certificate in Mathematics (Stepping Stones to Functional Skills): 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 Level 1 or 2, Mathematics Awards at Level 2 or GCSE Mathematics
- 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: [https://www.skillsworkshop.org/resources/adult\\_numeracy\\_core\\_curriculum\\_dfes\\_2001](https://www.skillsworkshop.org/resources/adult_numeracy_core_curriculum_dfes_2001)

These qualifications also reflect the Functional Skills subject content. This can be viewed at: <https://www.gov.uk/government/publications/functional-skills-subject-content-mathematics>

## Centre Recognition

These qualifications can only be offered by centres recognised by Ascentis and approved to run these qualifications. 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](http://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 these qualifications. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

Once approved, Ascentis will deliver subject-specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for these qualifications. This training is mandatory due to the qualifications using externally set assessments, and all relevant centre staff must be fully aware of the requirements. This training must take place before your centre undertakes any assessments. You may start delivery of the content of the course in the meantime. All staff involved in the delivery, assessment and IQA of the qualifications (and those that have been listed on the centre recognition / qualification approval form) must be present at the training. If this is not possible, it is the centre's responsibility to ensure that the training is disseminated to those who cannot be present. Your EQA will contact you to arrange a mutually convenient date for this training.

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal. Late registration may result in a fee, refer to the latest version of the product catalogue.

## Status in England, Wales and Northern Ireland

These qualifications are available in England. They are only offered in English. If you wish to deliver them in any other nation, please contact [development@ascentis.co.uk](mailto:development@ascentis.co.uk)

## 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 learners with particular requirements, reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. All assessment papers may be enlarged, if required. 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 login area of the Ascentis website ([www.ascentis.co.uk](http://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*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the login area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of this qualification and should be implemented at the centre's discretion. The hyperlinks provided were live at the time this specification was last reviewed. Please kindly notify Ascentis if you find a link that is no longer active.

**Please note:** Ascentis is not responsible for the content of third party websites and, whilst we check external links regularly, the owners of these sites may remove or amend these documents or web pages at any time.

---

<sup>1</sup> In Northern Ireland it is the *CCEA General Conditions of Recognition*, and in Wales, *Qualifications Wales' Standard Conditions of Recognition*.

## 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 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 four weeks afterwards in case any appeal is made. The work should be kept in the centre under secure conditions.

### Ascentis-Designed Assessments

Each Entry Level 3 Award is assessed through an Ascentis-designed assessment. This must be conducted in centres under supervised conditions.

These assessments are available to download in the secure examinations section of Ascentis' online 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 per academic year. If a learner does not achieve a pass on their first attempt, two opportunities to re-sit the assessment are available. Further teaching and learning must take place prior to a resit being taken.

### The Use of Artificial Intelligence (AI) in Assessments

There are potential risks associated with the use of AI in assessments, such as the possibility of bias and the potential for cheating.

Centres are expected to detect and monitor the use of AI tools in assessments. Centres must be satisfied that the work provided is that of the learner. All learners must be aware that they are responsible for ensuring they are not cheating in assessments by using AI tools. All learners must cite the use of AI in their assessments where this is allowed.

## 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.

Ascentis offer free refresher training in support of this role through an Ascentis Internal Quality Assurance course. The purpose of the course is to provide staff in centres with knowledge and understanding of Ascentis IQA processes and procedures, which will enable them to carry out their role more effectively. To book your place on a course or request further information, please contact the Ascentis Quality Assurance Team ([qualityassurance@ascentis.co.uk](mailto:qualityassurance@ascentis.co.uk)).

Further information is available from the login section of the Ascentis website [www.ascentis.co.uk](http://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 centre's 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 Quality Assurers will usually do this through discussion with the centre management team and assessment and Internal Quality Assurance staff; by verifying a sample of learners' evidence and talking to learners; and by 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 qualifications 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 the Ascentis website.

## UNIT SPECIFICATIONS

---

Unit Title: **Developing and Applying Number Skills**

Unit Reference Number: **H/650/1304**

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E3**

### Introduction

This unit will give learners an opportunity to recognise and work with whole numbers up to 1000 and patterns involving these numbers.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E3.1, N1/E3.5, N1/E3.7. The unit reflects the requirements of the reformed Functional Skills qualifications.

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will	The learner can
1 Be able to recognise the written form of whole numbers up to 1000	1.1 Read whole numbers up to 1000 in digit form
	1.2 Read number names of whole numbers up to 1000
	1.3 Record whole numbers up to 1000 in digit form
	1.4 Record number names of whole numbers up to 1000
2 Understand the value of whole numbers up to 1000	2.1 Arrange whole numbers up to 1000 in order of size
	2.2 Identify HTU place value
3 Be able to recognise number patterns involving whole numbers up to 1000	3.1 Count up to 100 in 2s, 5s and 10s
	3.2 Count up to 1000 in 100s
4 Know how to approximate by rounding (to the nearest 10 or 100 for whole numbers up to 1000)	4.1 Round whole numbers up to 1000 to the nearest 10
	4.2 Round whole numbers up to 1000 to the nearest 100
5 Know how to use numbers up to 1000	5.1 Use numbers in two different everyday situations
6 Be able to recognise and continue linear sequences of numbers up to 100	6.1 Recognise linear sequences of numbers up to 100
	6.2 Continue linear sequences of numbers up to 100

## UNIT SPECIFICATIONS

---

Unit Title: **Developing and Applying Addition and Subtraction Skills**

Unit Reference Number: **J/650/1305**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

### Introduction

This unit will give learners an opportunity to add and subtract whole numbers. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E3.2, N1/E3.9. The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Be able to use addition involving whole numbers with up to three digits to give totals up to 1000	1.1	Decide appropriately when to use addition in at least two different practical situations
		1.2	Present results in context
2	Be able to use subtraction involving numbers of up to three digits	2.1	Decide appropriately when to use subtraction in at least two different practical situations
		2.2	Present results in context
3	Be able to use a combination of addition and subtraction calculations	3.1	Decide appropriately when to use addition and subtraction, in combination, in at least two different practical situations
		3.2	Present results in context

## UNIT SPECIFICATIONS

Unit Title: **Multiplication of Whole Numbers**

Unit Reference Number: **M/650/1308**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

### Introduction

This unit will give learners an opportunity to multiply whole numbers and check answers. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E3.3, N1/E3.4, N1/E3.5, N1/E3.8, N1/E3.9. The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Be able to multiply two-digit whole numbers by single- and double-digit numbers	1.1 Recall multiplication facts (i.e. tables) for 2, 3, 4, 5 and 10
	1.2 Identify two-digit and three-digit multiples of 2, 5, 10, 50 and 100
	1.3 Multiply two-digit whole numbers by a single digit, showing the working out
	1.4 Multiply two-digit whole numbers by a double digit, showing the working out
	1.5 Multiply two-digit whole numbers by a single digit using a calculator
	1.6 Multiply two-digit whole numbers by a double digit using a calculator
	1.7 Use distributive law (concept not terminology) as a strategy for multiplication, for example, $5 \times 34 = (5 \times 30) + (5 \times 4)$
	1.8 Use different strategies for multiplication, for example, $2 \times 26 = (2 \times 25) + (2 \times 1)$
	1.9 Write down own multiplication calculations using symbols
2 Be able to multiply two-digit whole numbers by single- and double-digit numbers in everyday contexts	2.1 Identify the appropriate use of multiplication in different practical situations
	2.2 Select and use multiplication appropriately in at least two different practical situations, for example, total number of items in batches
	2.3 Present results in context
3 Be able to check answers as required	3.1 Check answers appropriately using a different method

## UNIT SPECIFICATIONS

Unit Title: **Division of Whole Numbers**

Unit Reference Number: **D/650/1311**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

### Introduction

This unit will give learners an opportunity to divide whole numbers and check answers. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E3.6.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1 Be able to divide two-digit whole numbers by single- and double-digit numbers</p>	<p>1.1 Divide two-digit numbers by single digits by repeated subtraction</p> <p>1.2 Divide two-digit numbers by double digits by repeated subtraction</p> <p>1.3 Divide two-digit whole numbers by single digits by identifying multiples of 2, 3, 4, 5 and 10</p> <p>1.4 Divide two-digit whole numbers by single digits by identifying multiples of 6, 7, 8 and 9 using multiplication tables/number squares</p> <p>1.5 Divide two-digit whole numbers by single digits using a calculator</p> <p>1.6 Divide two-digit whole numbers by double digits using a calculator</p> <p>1.7 Identify that division is not commutative (concept not terminology), for example, <math>8 \div 4</math> is not the same as <math>4 \div 8</math></p>
<p>2 Be able to use division of two-digit whole numbers by single- and double-digit numbers</p>	<p>2.1 Select and use division appropriately in everyday contexts</p> <p>2.2 Present results and interpret remainders in context, for example, four cars needed for 18 people with 5 people per car</p>
<p>3 Be able to check answers as required</p>	<p>3.1 Check answers using a different method appropriately</p>

## UNIT SPECIFICATIONS

---

Unit Title: **Developing and Applying Fraction Skills**

Unit Reference Number: **F/650/1312**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

### Introduction

This unit will give learners an opportunity to read, write and understand common fractions. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N2/E3.1, N2/E3.2.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will</b>	<b>The learner can</b>
1 Be able to read, write and understand common fractions such as $\frac{3}{4}$ , $\frac{2}{3}$ , $\frac{1}{10}$	1.1 Identify and record a unit fraction as one part of the whole when divided into equal parts, with the bottom number (denominator) indicating the number of equal parts, for common fractions such as $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{10}$
	1.2 Identify and record a non-unit fraction as several equal parts of a whole, the number of parts indicated by the top number (numerator), for common fractions such as $\frac{8}{4}$ , $\frac{2}{3}$ , $\frac{3}{10}$
	1.3 Read and record common-unit and non-unit fraction names, for example, thirds, quarters, tenths
2 Be able to recognise and use equivalent fraction forms such as $\frac{5}{10} = \frac{1}{2}$ , $\frac{5}{5} = 1$	2.1 Identify equivalent fractions for common fractions such as halves, quarters, fifths, tenths
	2.2 Identify a fraction with the numerator and denominator the same as equivalent to a whole one
3 Be able to recognise common fractions	3.1 Use common fractions in two different everyday situations

## UNIT SPECIFICATIONS

---

Unit Title: **Developing and Applying Decimal Skills**

Unit Reference Number: **H/650/1313**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

### Introduction

This unit will give learners an opportunity to read, write and understand decimals and place value. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N2/E3.3.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Be able to read numbers with up to two decimal places	1.1	Read numbers with up to two decimal places
2	Be able to write numbers with up to two decimal places	2.1	Write numbers with up to two decimal places
3	Understand that the position of a digit signifies its value	3.1	Identify place value in numbers with up to two decimal places
		3.2	Identify that the decimal point separates whole numbers from decimal numbers
		3.3	Identify the use of zero as a place holder
		3.4	Identify the use of a leading zero
4	Be able to recognise and continue decimal sequences	4.1	Identify a decimal sequence
		4.2	Continue a decimal sequence

## UNIT SPECIFICATIONS

---

Unit Title: **Money: Adding and Subtracting**

Unit Reference Number: **K/650/1315**

**Credit Value of Unit 2**

**GLH of Unit 20**

**Level of Unit E3**

### Introduction

This unit will give learners an opportunity to add, subtract and use money in decimal notation. This unit assumes that learners have prior skills in addition, subtraction and decimals at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Addition and Subtraction Skills and Developing and Applying Decimal Skills units at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills of addition, subtraction and decimals through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N2/E3.4, MSS1/E3.1, MSS1/E3.2.

The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1	Be able to add and subtract money in decimal notation	1.1	Add up to three amounts of money in decimal notation showing the working out
		1.2	Add up to three amounts of money in decimal notation using a calculator
		1.3	Subtract amounts of money in decimal notation showing the working out
		1.4	Subtract amounts of money in decimal notation using a calculator
2	Be able to use money in decimal notation in everyday contexts	2.1	Read and record prices in decimal notation in two practical situations
		2.2	Compare prices in decimal notation in two practical situations
		2.3	Calculate using money in pounds and pence in at least two different practical situations
		2.4	Use appropriate methods to check answers

# UNIT SPECIFICATIONS

---

Unit Title: **Time**

Unit Reference Number: **J/650/1323**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

## Introduction

This unit will give learners an opportunity to read and record time and dates in several formats.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E3.3.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will	The learner can
1 Be able to read and record time in five minute intervals using am and pm	1.1 Tell the time in five-minute intervals on analogue clocks.
	1.2 Tell the time in five-minute intervals on 12 hour digital clocks
	1.3 Tell the time in five-minute intervals using am and pm
	1.4 Record the time in five-minute intervals using am and pm
2 Be able to record common date formats	2.1 Recognise day, month and year in common date formats
	2.2 Read the date on a calendar
	2.3 Record the date in common formats
3 Be able to use time in practical situations	3.1 Use time and date in two different everyday situations

## UNIT SPECIFICATIONS

---

Unit Title: **Measuring and Estimating: Distance and Length**

Unit Reference Number: **L/650/1334**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

### Introduction

This unit will give learners an opportunity to estimate, measure and interpret distance and length. This unit assumes that learners have prior skills in using numbers at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills unit at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E3.4, MSS1/E3.5, MSS1/E3.8. The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Be able to read and interpret distance in everyday situations	1.1 Identify the units for measuring distances 1.2 Read and record distances on road signs 1.3 Estimate distance in miles when following and giving directions
2 Be able to estimate, measure and compare lengths	2.1 Read and record lengths in decimal notation using metric measurements 2.2 Recognise that 100 cm = 1 m 2.3 Recognise that 10 mm = 1 cm 2.4 Recognise that 1000 mm = 1 m 2.5 Recognise that 50 cm = 0.5 m (using zero as a place holder) 2.6 Order lengths in decimal notation (with up to 2 decimal places) 2.7 Select appropriate units of length to measure in everyday situations 2.8 Estimate lengths to a reasonable degree of accuracy in everyday situations 2.9 Select appropriate instruments to measure items in practical situations 2.10 Measure items using labelled and unlabelled divisions on measuring instruments and record measurements in decimal notation

## UNIT SPECIFICATIONS

---

Unit Title: **Measure: Capacity and Temperature**

Unit Reference Number: **M/650/1335**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

### Introduction

This unit will give learners an opportunity to measure capacity and temperature. This unit assumes that learners have prior skills in using numbers and decimals at Entry 3. These skills may have been gained through the achievement of the Ascentis Developing and Applying Number Skills and Developing and Applying Decimal Skills units at Entry 3 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in using numbers and decimals through an initial assessment

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E3.7, MSS1/E3.9. The unit reflects the requirements of the reformed Functional Skills qualifications.

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
<b>The learner will</b>	<b>The learner can</b>
1 Be able to estimate, measure and compare capacity	1.1 Read and record capacity in decimal notation using metric measurements
	1.2 Identify that 1000 ml = 1 litre
	1.3 Select appropriate units of capacity for everyday items
	1.4 Match familiar items
	1.5 Estimate the capacity of containers
	1.6 Measure the capacity of containers by filling them using containers of known capacity
	1.7 Measure the capacity of containers by reading labelled divisions on a measuring jug
	1.8 Compare estimated and actual capacities of containers
2 Be able to read and measure temperature	2.1 Read a thermometer
	2.2 Identify that temperature can be measured in different scales

## UNIT SPECIFICATIONS

---

Unit Title: **Developing and Applying Shape and Space Skills**

Unit Reference Number: **M/650/1317**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

### Introduction

This unit will give learners an opportunity to identify and use the properties of 2D and 3D shapes and to develop positional vocabulary.

This unit maps to the Adult Numeracy Core Curriculum in the following areas MSS2/E3.1.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes	Assessment Criteria
The learner will	The learner can
<p>1 Be able to identify and use the properties of 2D and 3D shapes to solve practical problems using appropriate vocabulary</p>	<p>1.1 Use appropriate vocabulary related to shape, for example, side, length, angle, line of symmetry</p> <p>1.2 Identify right angles on everyday items</p> <p>1.3 Sort 2D and 3D items into those with and without right angles</p> <p>1.4 Find lines of symmetry of paper cut-outs of regular shapes by folding</p> <p>1.5 Identify and sketch lines of symmetry in shapes and images</p> <p>1.6 Sort 2D shapes according to the number of sides, number of angles, number of equal sides, number of equal angles, number of lines of symmetry</p> <p>1.7 Identify which 2D shapes fit together without leaving gaps</p> <p>1.8 Investigate ways of stacking 3D shapes of the same size, for example, cans on a shop shelf, items in packing cases or delivery vans</p>
<p>2 Be able to use appropriate positional vocabulary to describe position and direction</p>	<p>2.1 Identify position from a set point using the four main compass directions (N, S, E, W)</p> <p>2.2 Describe a movement of turn using positional vocabulary</p>

## UNIT SPECIFICATIONS

---

Unit Title: **Data Handling: Recording and Representing Data**

Unit Reference Number: **R/650/1336**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

### Introduction

This unit will give learners an opportunity to understand how to observe, record and represent information.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E3.3, HD1/E3.4.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
The learner will	The learner can
1 Be able to observe and record numerical information	1.1 Identify appropriate categories for different collections of data, for example, number of people in a household, month of birthday, favourite football team or pop group, traffic survey
	1.2 Collect data in a tally chart
	1.3 Translate the tally into a frequency table by totalling the tallies
2 Be able to organise and represent information	2.1 Display data collected in a suitable table, bar chart or pictogram, with appropriate labelling
	2.2 Display given data sets in different ways appropriately, for example, table, bar chart, pictogram, spreadsheet

## UNIT SPECIFICATIONS

---

Unit Title: **Data Handling: Extracting and Interpreting Data**

Unit Reference Number: **T/650/1337**

**Credit Value of Unit 1**

**GLH of Unit 10**

**Level of Unit E3**

---

### Introduction

This unit will give learners an opportunity to extract and interpret information from data.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E3.1, HD1/E3.2.  
The unit reflects the requirements of the reformed Functional Skills qualifications.

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

Learning Outcomes		Assessment Criteria
The learner will		The learner can
1	Be able to extract and interpret information	1.1 Extract and interpret information from lists, tables, diagrams and simple charts
2	Be able to make numerical comparisons from bar charts and pictograms	2.1 Identify categories on a bar chart or pictogram
		2.2 Use a bar chart or pictogram to read the frequencies of categories
		2.3 Make comparisons between categories using a bar chart or pictogram

## APPENDIX 1

### Summary Record of Achievement

#### Entry Level 3 Award / Extended Award / Certificate in Mathematics (Stepping Stones to Functional Skills)

Learner Name \_\_\_\_\_

Unit Title	Level	Credit Value	Date Completed	Assessor Signature	Internal Verifier Signature (if sampled)
Developing and Applying Number Skills	Entry 3				
Developing and Applying Addition and Subtraction Skills	Entry 3				
Multiplication of Whole Numbers	Entry 3				
Division of Whole Numbers	Entry 3				
Developing and Applying Fraction Skills	Entry 3				
Developing and Applying Decimal Skills	Entry 3				
Money: Adding and Subtracting	Entry 3				
Time	Entry 3				
Measuring and Estimating: Distance and Length	Entry 3				
Measure: Capacity and Temperature	Entry 3				
Developing and Applying Shape and Space Skills	Entry 3				
Data Handling: Recording and Representing Data	Entry 3				
Data Handling: Extracting and Interpreting Data	Entry 3				

Minimum Credit Value of Qualification \_\_\_\_\_

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_