

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills)

Ascentis Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills)

- Whole Numbers (Entry Level 2)
- Addition of Whole Numbers (Entry Level 2)
- Subtraction of Whole Numbers (Entry Level 2)
- Multiplication of Whole Numbers (Entry Level 2)
- Developing and Applying Fraction Skills (Entry Level 2)
- Understanding and Using Money (Entry Level 2)
- Understanding Time (Entry Level 2)
- Understanding Measure: Length (Entry Level 2)
- Understanding Measure: Weight, Capacity and Temperature (Entry Level 2)
- Understanding Shape and Space (Entry Level 2)
- Data Handling: Extracting and Sorting Data (Entry Level 2)
- Data Handling: Collecting and Representing Data (Entry Level 2)

Ascentis Entry Level 2 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

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ASCENTIS ENTRY LEVEL 2 AWARDS / EXTENDED AWARD / CERTIFICATE IN MATHEMATICS (STEPPING STONES TO FUNCTIONAL SKILLS)

Introduction

The Ascentis Entry Level 2 Awards and Extended Award in Mathematics (Stepping Stones to Functional Skills) and the Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills) are ideal qualifications for adults and young people wishing to develop their mathematical skills at Entry 2. They are intended to aid progression to further study through Mathematics Functional Skills qualifications. The Ascentis Entry Level 2 Awards in Mathematics (Stepping Stones to Functional Skills) are a range of small qualifications which have been designed to 'bridge the gap' 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:

- There is a wide range of single-unit Awards – 12 in total
- Unit certification is available for each of the units
- They are relatively short qualifications of 10–20 guided learning hours – bite-sized learning
- They can be delivered either as a classroom-based course or as a blended learning programme
- They are 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
- 2 To bridge the gap in their mathematical knowledge
- 3 To prepare for the completion of the Functional Skills in Mathematics qualification at Entry Level 2
- 4 To progress onto the Ascentis Entry Level 3 Awards/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

- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers – 610/0425/X
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers – 610/0426/1
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers – 610/0427/3
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers – 610/0428/5
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills – 610/0429/7
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money – 610/0430/3
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Time – 610/0431/5

- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Length – 610/0432/7
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Weight, Capacity and Temperature – 610/0433/9
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space – 610/0434/0
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Sorting Data - 610/0435/2
- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Collecting and Representing Data – 610/0436/4

- Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – 610/0437/6
- Ascentis Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills) - 610/0438/8
- Ascentis Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills) – 610/0439/X

Rationale for the Rules of Combination

Learners **must** complete one unit for each Award at Entry Level 2. These are single-unit qualifications and certification is given for achieving a pass in the Ascentis-designed assessment.

Learners who achieve a minimum of 12 credits using any combination of the Entry Level 2 Awards may wish to claim an Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills).

Rules of Combination

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Addition of Whole Numbers	E2	1	10	J/505/6024

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Subtraction of Whole Numbers	E2	1	10	H/505/6032

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers				
Title	Level	Credit Value	GLH	Unit Reference
Multiplication of Whole Numbers	E2	1	10	F/650/1303

Ascentis Entry Level 2 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	E2	1	10	K/650/1306

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money				
Title	Level	Credit Value	GLH	Unit Reference
Understanding and Using Money	E2	2	20	A/505/6022

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Time**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Time	E2	1	10	R/650/1309

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Measure: Length**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Measure: Length	E2	1	10	J/650/1314

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Measure: Weight, Capacity and Temperature**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) –
Understanding Shape and Space**

Title	Level	Credit Value	GLH	Unit Reference
Understanding Shape and Space	E2	1	10	L/650/1316

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data
Handling: Extracting and Sorting Data**

Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318

**Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data
Handling: Collecting and Representing Data**

Title	Level	Credit Value	GLH	Unit Reference
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

Ascentis Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills)

Minimum credits: 3

Maximum credits: 5

Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	F/650/1303
Developing and Applying Fraction Skills	E2	1	10	K/650/1306
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	R/650/1309
Understanding Measure: Length	E2	1	10	J/650/1314
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	L/650/1316
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

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

Minimum credits: 6

Maximum credits: 11

Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	F/650/1303
Developing and Applying Fraction Skills	E2	1	10	K/650/1306
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	R/650/1309
Understanding Measure: Length	E2	1	10	J/650/1314
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	L/650/1316
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069

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 2 Certificate in Mathematics (Stepping Stones to Functional Skills)

Credits: 12

Title	Level	Credit Value	GLH	Unit Reference
Whole Numbers	E2	2	20	A/650/1301
Addition of Whole Numbers	E2	1	10	J/505/6024
Subtraction of Whole Numbers	E2	1	10	H/505/6032
Multiplication of Whole Numbers	E2	1	10	F/650/1303
Developing and Applying Fraction Skills	E2	1	10	K/650/1306
Understanding and Using Money	E2	2	20	A/505/6022
Understanding Time	E2	1	10	R/650/1309
Understanding Measure: Length	E2	1	10	J/650/1314
Understanding Measure: Weight, Capacity and Temperature	E2	2	20	M/505/6034
Understanding Shape and Space	E2	1	10	L/650/1316
Data Handling: Extracting and Sorting Data	E2	2	20	R/650/1318
Data Handling: Collecting and Representing Data	E2	2	20	J/505/6069
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 1 prior to studying these qualifications.

Guided Learning Hours (GLH)

The recommended guided learning hours are:

- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Time: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Length: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Weight, Capacity and Temperature: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Sorting Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Collecting and Representing Data: 20

- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills): 120

Total Qualification Time (TQT)

The total qualification time is:

- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Whole Numbers: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Addition of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Subtraction of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Multiplication of Whole Numbers: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Developing and Applying Fraction Skills: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding and Using Money: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Time: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Length: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Measure: Weight, Capacity and Temperature: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Understanding Shape and Space: 10
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Extracting and Sorting Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills) – Data Handling: Collecting and Representing Data: 20
- Entry Level 2 Award in Mathematics (Stepping Stones to Functional Skills): 30
- Entry Level 2 Extended Award in Mathematics (Stepping Stones to Functional Skills): 60
- Entry Level 2 Certificate in Mathematics (Stepping Stones to Functional Skills): 120

Age Range of Qualifications

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 Level 2 or Entry Level 3 or Mathematics Awards at Entry Level 3
- 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

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.

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.

Once approved, Ascentis will deliver subject-specific training free of charge to support you with the delivery, assessment and internal quality assurance processes for this qualification. 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

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, with the exception of the **Understanding Measure: Length** 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 login 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*¹. 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 or through contacting the Ascentis office.

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

Useful Links

Web links and other resources featured in this specification are suggestions only to support the delivery of these qualifications 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.

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 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 2 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).

Further information is available from the login 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 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 qualifications 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: **Whole Numbers**

Unit Reference Number: **A/650/1301**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to work with numbers up to 200.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.1, N1/E2.2, N1/E2.6. 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
1 Be able to count reliably up to 100 items	1.1 Count up to 100 items
	1.2 Count in twos up to 100
	1.3 Count in tens up to 100
	1.4 Count on in tens up to 100, starting from any two-digit number
2 Recognise and sequence odd and even numbers up to 100	2.1 Recognise odd and even numbers up to 100
	2.2 Sequence odd and even numbers up to 100
3 Be able to read numbers up to 200	3.1 Read the numbers 0 to 200
4 Be able to write numbers up to 200	4.1 Write the numbers 0 to 200
5 Be able to order and compare numbers up to 200	5.1 Arrange digits in order of size from 0 to 200
	5.2 Identify when a number is lower or higher than another, using numbers up to 200
	5.3 Compare the numbers 0 to 200 as being more than or less than another
	5.4 Identify what each digit in a two-digit number represents, including the use of zero as a place holder
6 Be able to approximate by rounding to the nearest 10	6.1 Identify place values for units and tens
	6.2 Round numbers to the nearest 10

UNIT SPECIFICATIONS

Unit Title: **Addition of Whole Numbers**

Unit Reference Number: **J/505/6024**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to add two-digit whole numbers. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.3, N1/E2.4, N1/E2.7, N1/E2.8. 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 add two-digit whole numbers	1.1	Add together whole numbers with two digits
2	Be able to recall addition facts to 10	2.1	Align numbers for column addition
		2.2	Identify different strategies to help with mental addition
3	Be able to use and interpret + and = in solving problems	3.1	Write or copy the + and = signs
		3.2	Identify words that mean addition
		3.3	Work out given problems using + and =
4	Be able to use a calculator to check calculations using whole numbers	4.1	Enter a two-digit number into a calculator in the correct order
		4.2	Key in numbers and operators in the correct order
		4.3	Use a calculator to check answers in given calculations

UNIT SPECIFICATIONS

Unit Title: **Subtraction of Whole Numbers**

Unit Reference Number: **H/505/6032**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to subtract two-digit whole numbers. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.3, N1/E2.4, N1/E2.7, N1/E2.8. 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 subtract two-digit whole numbers	1.1	Subtract whole numbers with two digits
2	Be able to recall subtraction facts to 10	2.1	Identify that subtraction is the inverse of addition
		2.2	Identify different strategies to help with mental subtraction
3	Be able to use and interpret – and = in solving problems	3.1	Write or copy the – and = signs
		3.2	Identify words that mean subtraction
		3.3	Work out given problems using – and =
4	Be able to use a calculator to check calculations using whole numbers	4.1	Enter a two-digit number into a calculator in the correct order
		4.2	Key in numbers and operators in the correct order
		4.3	Use a calculator to check answers in given calculations

UNIT SPECIFICATIONS

Unit Title: **Multiplication of Whole Numbers**

Unit Reference Number: **F/650/1303**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to multiply single- and double-digit whole numbers and check answers. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N1/E2.5, N1/E2.7, N1/E2.8.

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 multiply using single- and double-digit whole numbers	1.1 Identify that multiplication is the same as repeated addition, e.g. $3 \times 5 = 5 + 5 + 5$
	1.2 State that multiplication is commutative, e.g. $2 \times 4 = 4 \times 2$
	1.3 Halve and double quantities
	1.4 Multiply single-digit whole numbers
	1.5 Multiply double-digit whole numbers
2 Be able to use and interpret x and = in solving problems	2.1 Write or copy the x and = signs
	2.2 Identify words that mean multiplication
	2.3 Work out given problems using x and =
3 Be able to use a calculator to check calculations using whole numbers	3.1 Enter a two-digit number into a calculator in the correct order
	3.2 Key in numbers and operators in the correct order
	3.3 Use a calculator to check answers in given calculations

UNIT SPECIFICATIONS

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

Unit Reference Number: **K/650/1306**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to read, write and understand halves, quarters and tenths. This unit assumes that learners have prior skills in whole numbers at Entry Level 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry Level 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: N2/E2.1, N2/E2.2.
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 read and write halves, quarters and tenths of quantities	1.1 Read the numbers and symbols for half, quarter and tenth
	1.2 Write or copy the numbers and symbols for half, quarter and tenth
2 Be able to compare halves, quarters and tenths of quantities	2.1 State the number of halves it takes to make one whole
	2.2 State the number of quarters it takes to make one whole
	2.3 State that two quarters and one half are equivalent
	2.4 State the number of tenths it takes to make one whole
	2.5 Compare halves, quarters and tenths of amounts of given quantities
3 Be able to find halves, quarters and tenths of shapes	3.1 Find halves of shapes
	3.2 Find quarters of shapes
	3.3 Find tenths of shapes
4 Be able to find halves, quarters and tenths of small numbers of items	4.1 Work out halves of given amounts
	4.2 Work out quarters of given amounts
	4.3 Work out tenths of given amounts
5 Read, write and use decimals to one decimal place	5.1 Read decimals to one decimal place
	5.2 Write decimals to one decimal place
	5.3 Use decimals to one decimal place

UNIT SPECIFICATIONS

Unit Title: **Understanding and Using Money**

Unit Reference Number: **A/505/6022**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to add, subtract and use money. This unit assumes that learners have prior skills in addition and subtraction at Entry 2. These skills may have been gained through the achievement of the Ascentis Addition of Whole Numbers and Subtraction of Whole Numbers units at Entry 2 or equivalent units. Alternatively, learners may be asked to demonstrate the skills of addition and subtraction through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.1, MSS1/E2.2. 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 make up amounts of money up to £1 in different ways using 1p, 2p, 5p, 10p, 20p and 50p coins	1.1	Add together coins to make amounts of money up to £1
2	Be able to calculate the cost of more than one item in pence	2.1	Apply the same strategies used with numbers to practical situations using money
		2.2	Calculate the cost in pence of more than one item
3	Be able to calculate the change from a transaction in pence	3.1	Calculate the change from different transactions in pence
4	Be able to calculate the cost of more than one item in whole pounds	4.1	Calculate the cost in whole pounds of more than one item
5	Be able to calculate the change from a transaction in whole pounds	5.1	Calculate the change from different transactions in whole pounds

UNIT SPECIFICATIONS

Unit Title: **Understanding Time**

Unit Reference Number: **R/650/1309**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

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

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.3, MSS1/E2.4.
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.

Learning Outcomes	Assessment Criteria
The learner will	The learner can
1 Be able to read and record time in common date formats	1.1 State the months of the year in words
	1.2 State the months of the year in abbreviated forms
	1.3 Match the month of the year to its numerical position
	1.4 Read dates in different formats
	1.5 Write dates in different formats
2 Be able to read time displayed on analogue clocks	2.1 Read time displayed on different analogue clock faces in hours
	2.2 Read time displayed on different analogue clock faces in half-hours
	2.3 Read time displayed on different analogue clock faces in quarter-hours
3 Be able to read time displayed on 12-hour digital clocks	3.1 Read time displayed on 12-hour digital clocks in hours, half-hours and quarter-hours
4 Be able to read time displayed on 24-hour digital clocks	4.1 Read time displayed on 24-hour digital clocks in hours, half-hours and quarter-hours
5 Know the structure of days and years	5.1 State how many hours are in a day
	5.2 State the number of weeks in a calendar year

UNIT SPECIFICATIONS

Unit Title: **Understanding Measure: Length**

Unit Reference Number: **J/650/1314**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to estimate, measure and compare length. This unit assumes that learners have prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 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/E2.5, MSS1/E2.9. 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 read length using common standard and non-standard units	1.1 Recognise that 1 m = 100 cm
	1.2 Read m and cm divisions on simple scales
	1.3 Record measurements using metre and centimetre in full and abbreviated to m and cm
2 Be able to estimate length using common standard and non-standard units	2.1 Estimate the lengths of familiar items using common standard units
	2.2 Estimate the lengths of familiar items using non-standard units
3 Be able to measure and compare lengths using common standard and non-standard units	3.1 Measure lengths with reasonable accuracy in common standard units
	3.2 Compare lengths in common standard and non-standard units

UNIT SPECIFICATIONS

Unit Title: **Understanding Measure: Weight, Capacity and Temperature**

Unit Reference Number: **M/505/6034**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to estimate, measure and compare weight, capacity and temperature. This unit assumes that learners have prior skills in whole numbers at Entry 2. These skills may have been gained through the achievement of the Ascentis Whole Numbers unit at Entry 2 or equivalent units. Alternatively, learners may be asked to demonstrate their skills in whole numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS1/E2.6, MSS1/E2.7, MSS1/E2.8, MSS1/E2.9. 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 read weights using common standard units	1.1 Read kilogram divisions on simple scales 1.2 Record measurements using kilogram in full and abbreviated to kilo and kg
2 Be able to estimate weights using common standard units.	2.1 Estimate the weights of familiar items using common standard units
3 Be able to compare weights using common standard units	3.1 Compare the weights of familiar items in common standard units
4 Be able to read capacities using common standard and non-standard units	4.1 Read litre divisions on simple scales 4.2 Record measurements using litre in full and abbreviated to L
5 Be able to estimate capacities using common standard and non-standard units	5.1 Estimate the capacities of familiar items using common standard units 5.2 Estimate the capacities of familiar items using non-standard units
6 Be able to compare capacities using common standard and non-standard units	6.1 Compare the capacities of familiar items in common standard and non-standard units
7 Be able to read and compare positive temperatures in an everyday situation	7.1 Identify the units used for measuring temperature 7.2 Write the units used for measuring temperature 7.3 Compare temperatures in an everyday situation

UNIT SPECIFICATIONS

Unit Title: **Understanding Shape and Space**

Unit Reference Number: **L/650/1316**

Credit Value of Unit 1

GLH of Unit 10

Level of Unit E2

Introduction

This unit will give learners an opportunity to recognise common 2D and 3D shapes and use positional vocabulary.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: MSS2/E2.1, MSS2/E2.2, MSS2/E2.3. 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 recognise and name 2D and 3D shapes	1.1	Identify common 2D shapes, including pentagons and hexagons, in a range of orientations and sizes
		1.2	Identify common 3D shapes, including spheres, in a range of orientations and sizes
2	Be able to describe the properties of common 2D and 3D shapes	2.1	Describe the properties of common 2D shapes, e.g. number of sides, corners and angles
		2.2	Describe the properties of common 3D shapes, e.g. shape of faces and the number of faces, edges and corners
3	Be able to use positional vocabulary	3.1	Write words which describe position, e.g. above, below, behind
		3.2	Give directions using positional vocabulary, e.g. on the left, on the right

UNIT SPECIFICATIONS

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

Unit Reference Number: **R/650/1318**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to extract information from lists, tables, diagrams and bar charts, and to sort objects using two criteria.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E2.1, HD1/E2.2, HD1/E2.3. 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 extract information from lists and tables	1.1	Extract information from lists, e.g. sports league tables, price lists
		1.2	Extract information from tables, e.g. catalogues, brochures
2	Be able to extract information from simple diagrams and block graphs	2.1	Extract information from simple diagrams, e.g. room plans
		2.2	Extract information from block graphs, e.g. hours of sunshine, rainfall and temperature
3	Be able to make numerical comparisons from bar charts	3.1	Select numerical information from bar charts, e.g. temperatures at holiday destinations
		3.2	Compare numerical information obtained from bar charts
4	Be able to sort and classify objects using two criteria	4.1	Sort given objects using two criteria, e.g. books by subject and author, clothes by size and person, i.e. men/women/children

UNIT SPECIFICATIONS

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

Unit Reference Number: **J/505/6069**

Credit Value of Unit 2

GLH of Unit 20

Level of Unit E2

Introduction

This unit will give learners an opportunity to collect and represent information.

This unit maps to the Adult Numeracy Core Curriculum in the following areas: HD1/E2.4, HD1/E2.5.
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 collect simple numerical information	1.1	Collect simple numerical information, e.g. preferred day of the week for a meeting
		1.2	Record simple numerical information
2	Be able to represent information	2.1	Construct a simple table of information, e.g. a simple timetable
		2.2	Construct a simple diagram, e.g. a simple room plan showing the location of the main features
		2.3	Construct a simple bar chart, e.g. to show the results for the preferred day of the week for a meeting

APPENDIX 1

Summary Record of Achievement

Entry Level 2 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)
Whole Numbers	Entry 2	2			
Addition of Whole Numbers	Entry 2	1			
Subtraction of Whole Numbers	Entry 2	1			
Multiplication of Whole Numbers	Entry 2	1			
Developing and Applying Fraction Skills	Entry 2	1			
Understanding and Using Money	Entry 2	2			
Understanding Time	Entry 2	1			
Understanding Measure: Length	Entry 2	1			
Understanding Measure: Weight, Capacity and Temperature	Entry 2	2			
Understanding Shape and Space	Entry 2	1			
Data Handling: Extracting and Sorting Data	Entry 2	2			
Data Handling: Collecting and Representing Data	Entry 2	2			

Minimum Credit Value of Qualification _____

Assessor Signature _____

Internal Verifier Signature (if sampled) _____