# Ascentis Entry 1 Certificate in Mathematical Skills

## Specification

| | |
|---|---|
| Operational Start Date | 15/09/2025 |
| Operational End Date | 31/07/2026 |
| Certification End Date | 31/07/2027 |

## 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 progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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www.ascentis.co.uk

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# ASCENTIS ENTRY 1 CERTIFICATE IN MATHEMATICAL SKILLS

## Introduction

The Ascentis Entry 1 Certificate in Mathematical Skills is an ideal qualification for adults and young people wishing to develop their mathematical skills at Entry 1. They are intended to aid progression to further study. The units have been designed to 'bridge the gap' in learners' mathematical knowledge thus focussing on developing confidence and ability.

There are several features of this qualification that make it very appropriate for target learners:

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

## Aims

The aim of this qualification is to enable learners:

1 To gain underpinning mathematical skills
2 To bridge the gap in their mathematical knowledge
3 To progress onto further qualifications
4 To develop the skills required to move into the world of work or work-based learning

## Target Group

This qualification is 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 Code

Ascentis Entry 1 Certificate in Mathematical Skills: 610/6408/7

### Rationale for the Rules of Combination

Learners **must** achieve all 13 credits to achieve the Ascentis Entry 1 Certificate in Mathematical Skills.

### Rules of Combination

| Ascentis Entry 1 Certificate in Mathematical Skills | | | | |
|---|---|---|---|---|
| | | | | Credits: 13 |
| Title | Level | Credit Value | GLH | Unit Reference |
| Whole Numbers | E1 | 2 | 20 | D/505/5929 |
| Addition Skills | E1 | 2 | 20 | R/505/5930 |
| Subtraction Skills | E1 | 2 | 20 | F/505/5938 |
| Understanding Money and Time | E1 | 2 | 20 | A/505/5940 |
| Understanding Measures | E1 | 2 | 20 | J/505/5942 |
| Understanding Shape and Space | E1 | 1 | 10 | R/505/5944 |
| Data Handling | E1 | 2 | 20 | J/505/7223 |
| Credits from equivalent Units:<br>Please contact the Ascentis office to request equivalences and ask to speak to a member of the Qualifications Development Team. | | | | |

Unit certification is available.

### Recommended Prior Knowledge, Attainment and/or Experience

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

### Guided Learning Hours (GLH)

The recommended guided learning hours for this qualification is 130.

### Total Qualification Time

The total qualification time for this qualification is 130.

### Age Range of Qualification

This qualification is suitable for young people aged 14–19 and adult learners.

### Opportunities for Progression

This qualification offers:

- Evidence of achievement for learners moving into the world of work or work-based learning.
- Precursory achievement to establish progression onto further Mathematics qualifications such as Essential Skills qualifications or GCSEs.

## Mapping/Relationship to National Occupational Standards

This qualification is mapped to the Adult Numeracy Core Curriculum (Basic Skills Agency 2001)

## Centre Recognition

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

## Qualification Approval

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

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, please refer to the latest version of the Ascentis Product Catalogue.

## Status in England, Wales and Northern Ireland

This qualification is only available in Northern Ireland. It is only offered in English. If you wish to deliver it in any other nation, please contact development@ascentis.co.uk

## Reasonable Adjustments and Special Considerations

In the development of this qualification 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. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of 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 CCEA *General Conditions of Recognition*. 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.

### 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.

# ASSESSMENT ARRANGEMENTS

### Assessment

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

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

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

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

### Ascentis Designed Assessments

Each Entry 1 unit 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' on-line portal. Once a centre has received qualification approval, access to the assessments will be given to the Examination Officer within the centre. The assessments need to be stored in secure conditions.

Three sets of live assessments will be made available 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.

### Conduct of Assessments

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

### 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.

## Whole Numbers

**Credit Value of Unit 2** | **GLH of Unit 20** | **Level of Unit E1**

### Introduction

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

This unit maps to the Adult Numeracy Core Curriculum in the following areas
N1/E1.1, N1/E1.2, N1/E1.3

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

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

## Addition Skills

**Credit Value of Unit 2** | **GLH of Unit 20** | **Level of Unit E1**

### Introduction

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

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

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

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

## Subtraction Skills

**Credit Value of Unit 2** | **GLH of Unit 20** | **Level of Unit E1**

### Introduction

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

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

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

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

## Understanding Money and Time

**Credit Value of Unit 2** | **GLH of Unit 20** | **Level of Unit E1**

### Introduction

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

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

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

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

## Understanding Measures

**Credit Value of Unit 2** | **GLH of Unit 20** | **Level of Unit E1**

### Introduction

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

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

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

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

## Understanding Shape and Space

**Credit Value of Unit 1** | **GLH of Unit 10** | **Level of Unit E1**

### Introduction

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

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

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

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

## Data Handling

**Credit Value of Unit 2** | **GLH of Unit 20** | **Level of Unit E1**

### Introduction

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

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

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

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

**Summary Record of Achievement**
**Ascentis Entry 1 Certificate in Mathematical Skills**

Learner Name _____

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

Minimum Credit Value of Qualification _____

I confirm that the minimum number of credits at the appropriate level have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature _____

Internal Verifier Signature (if sampled) _____