



# Ascentis Pre-Entry Level Award in Number Skills

## Specification

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

## SUMMARY OF CHANGES

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Version and Date	Change Detail	Section
V2 02/02/2026	Reference to Quartweb removed and replaced with Parnassus	Page 10
V2 02/02/2026	AI statement added	Page 9

## ABOUT ASCENTIS

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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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## ASCENTIS PRE-ENTRY LEVEL AWARD IN NUMBER SKILLS

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### Introduction

This Award offers a flexible approach to assessment, with defined terms and content. It allows learners to practise the underpinning essential skills for working with number, enabling them to learn numeracy effectively.

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

- Verification and certification can be offered throughout the year, allowing maximum flexibility for centres
- The qualification can be delivered in a range of settings
- Each unit is internally assessed
- Assessments are internally marked by centre assessors, internally verified by the centre and then externally verified by Ascentis
- Assessment dates are determined by the centre, not Ascentis

### Aims

The aims of the qualification are to enable learners:

1. To begin their numeracy studies by building confidence in mathematical oracy
2. To develop basic underpinning skills in:
  - Number
  - Talking Maths
3. To be able to progress onto further study

### Target Group

This qualification is aimed at a range of learners, including those who have had little interaction with numeracy and learners who may have had little or no experience of formal learning.

## Rationale for the Rules of Combination

Learners must complete the 2 mandatory units in order to gain the Ascentis Pre-Entry Level Award in Number Skills. Unit certification is available.

## Rules of Combination

Ascentis Pre-Entry Level Award in Number Skills			
			Minimum credits: 2
			Minimum credit value at level of qualification or above: 2
Mandatory Units			
Title	Level	Credit Value	GLH
Introduction to Number	Pre-Entry	1	10
Talking Maths	Pre-Entry	1	10

## Guided Learning Hours

The recommended guided learning hours for this qualification is 20.

## Total Qualification Time

The total qualification time is 20 hours.

## Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

## Recommended Prior Knowledge, Attainment and/or Experience

No previous formal qualifications are required for entry to this qualification.

## Age Range of Qualification

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

## Opportunities for Progression

Learners who have completed this qualification may wish to undertake Entry Level Mathematics qualifications.

## Resources to Support the Delivery of the Qualification

These are outlined in the Assessor Guidance.

## 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 in the Customer Centre 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 this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website in the Customer Centre at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

Candidates need to be registered electronically via the Ascentis electronic registration portal at least 10 working days before the intended assessment date. Guidance can be downloaded from the Ascentis website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## 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 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 in the Customer Centre at ([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 in the Customer Centre at ([www.ascentis.co.uk](http://www.ascentis.co.uk)) or through contacting the Ascentis office.

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

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

The Ascentis Pre-Entry Level Award in Number Skills requires evidence of achievement of all the skills and activities that are set out in each unit within the specification. The successful achievement of all the tasks for a unit provides confirmation that all learning outcomes and assessment criteria within the units of assessment have been achieved.

Assessments are internally marked by centre assessors and then internally verified to ensure consistency. The assessments will then be externally verified by Ascentis. An attendance list must be completed for each assessment. Marking guidance is provided for the assessment and they give sufficient detailed information to support consistent assessment decisions. Assessors should judge their learners' performance against these criteria following the detailed marking guidance. The centre must retain evidence of the assessments for four weeks after the date of the external verification in case of appeal.

The specification and the assessor guidance provides an indication of the kind of assessments the learner is going to be asked to perform and of the skills to be assessed.

Learners cannot be assessed through the same task more than once. If a learner is unsuccessful in an assessment, he/she may be given another opportunity for assessment, but this must be through a different task. It is a centre's responsibility to monitor the use of the assessments and their security.

### 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

### 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; and standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the log in area of the Ascentis website in the Customer Centre at [www.ascentis.co.uk](http://www.ascentis.co.uk)

### External Verification

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

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

## Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers

Those delivering and assessing the qualifications should hold a recognised teaching qualification such as the Level 4 Certificate in Education and Training or Level 5 Diploma in Education and Training.

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

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

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

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

# UNIT SPECIFICATIONS

## Introduction to Number

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Pre-Entry

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1 Understand the difference between more, less and many	1.1 Identify a group of <b>many</b> items
	1.2 Identify a group which is <b>more</b> than another
	1.3 Identify a group which is <b>less</b> than another
2 Work with numbers 1 to 10	2.1 <b>Recognise</b> numbers 1 to 10
	2.2 Form numbers 1 to 10
3 Relate numbers to collections of objects	3.1 Identify a group of 5 objects
	3.2 Identify a group of 10 objects
4 Use simple positional vocabulary and ordinal numbers	4.1 Describe the <b>position</b> of objects
	4.2 Describe the <b>position</b> of people

### Indicative Content

**Please be aware that the indicative content supplied below is a suggested guide only.**

- 1.1 Many:** while having no precise number attached to it, for this assessment it is the greatest in quantity on the picture image/photocard.
- 1.2 More:** Using four groups of items, learners need to identify the group which has the most items.
- 1.3 Less:** Using four groups of items, learners need to identify the group which has the least items.
- 2.1 Recognise:** Learners need to identify all numbers 1 to 10.
- 2.2** Learners are to form numbers 1 to 10. These could be written using the form provided. They could be traced or formed in a sandbox. It is acceptable for learners to do this in stages if necessary.
- 3.1** Using three groups of objects learners are to identify the group with 5 objects.
- 3.2** Using three groups of objects learners are to identify the group with 10 objects.
- 4.1** Learners are to be shown the picture images of objects which are located at different positions to each other.

**Positions** include, near, far, first, second, last.

- 4.2** Learners are to be shown the picture images of people who are located at different positions to each other.

**Positions** include first, second, last.

### Assessment Method

Please note that this unit is assessed by Assessor Observation. See Assessor Guidance available from Ascentis.

# UNIT SPECIFICATIONS

## Talking Maths

Credit Value of Unit: 1

GLH of Unit: 10

Level of Unit: Pre-Entry

Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Join in rote counting	1.1	Verbally count to 10
2	Verbally identify objects	2.1	Identify 5 objects from surroundings
		2.2	Identify 5 objects from 10 provided
3	Describe a single object	3.1	Describe an object by its size
		3.2	Describe an object by its length
4	<b>Verbally compare</b> the differences in size	4.1	Describe an object that is larger
		4.2	Describe an object that is smaller
5	<b>Verbally use</b> the terms full and empty	5.1	Identify an object that is full
		5.2	Identify an object that is empty
6	<b>Verbally compare</b> differences in capacity	6.1	Describe an object by its capacity
7	Identify an odd one out	7.1	Identify the odd one out from five familiar items

### Indicative Content

**Please be aware that the indicative content supplied below is a suggested guide only.**

**1.1 Rote counting:** Learners can join in rote counting verbally or for example by holding up fingers or pointing to numbers whilst someone else is counting.

**2.1 Objects:** The objects can be anything that is the learning environment at the time of this assessment. The purpose of this task is for the learner to verbally count to 5. Items need to be familiar to the learner.

**2.2 Objects:** Learners are to identify 5 objects from 10 provided. Objects need to be simple, common, everyday items.

**Describe:** For this level of description, one word or simple sentence is acceptable.

#### 3.1 Size

Identify one object that is either:

- large
- big
- small

Identify one object that is either

- larger
- bigger
- smaller

### **3.1 Length and height**

Identify one object that is either

- long
- short
- tall

Identify one object that is either

- longer
- shorter
- taller

### **5.1 and 5.2 Full and empty**

Identify one object that is

- full
- empty

### **6.1 Capacity**

Compare items and their capacity by using the terms

- holds more than
- holds less than

**7.1 Odd one out:** Learners are to be shown 5 familiar items, 4 of which are to be the same and one to be different. The items could differ in shape, size or colour. Learners need to identify the odd one out.

### **Assessment method**

This unit is assessed by teacher-led assessment using the photocard record supplied by Ascentis.

**Summary Record of Achievement**  
**Pre-Entry Award in Number Skills**

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Introduction to Number	Pre-Entry	1			
Talking Maths	Pre-Entry	1			

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

Minimum Credit Value of Qualification 2

Level Claimed \_\_\_\_\_

Total Credit Value at Level being claimed \_\_\_\_\_

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

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

## Tracking Sheet

## Introduction to Number

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Identify a group of <b>many</b> items				
1.2 Identify a group which is <b>more</b> than another				
1.3 Identify a group which is <b>less</b> than another				
2.1 <b>Recognise</b> numbers 1 to 10				
2.2 Form numbers 1 to 10				
3.1 Identify a group of 5 objects				
3.2 Identify a group of 10 objects				
4.1 Describe the <b>position</b> of objects				
4.2 Describe the <b>position</b> of people				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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

## APPENDIX 2

### Tracking Sheet

#### Talking Maths

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Verbally count to 10				
2.1 Identify 5 objects from surroundings				
2.2 Identify 5 objects from 10 provided				
3.1 Describe an object by its size				
3.2 Describe an object by its length				
4.1 Describe an object that is larger				
4.2 Describe an object that is smaller				
5.1 Identify an object that is full				
5.2 Identify an object that is empty				
6.1 Describe an object by its capacity				
7.1 Identify the odd one out from five familiar items				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

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

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