



Ascentis Level 1 Extended Award in Mathematical Skills

Ascentis Level 1 Certificate in Mathematical Skills

Specification

Operational Start Date	15/09/2026
Operational End Date	31/07/2027
Certification End Date	31/07/2028

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

Ascentis House
Lancaster Business Park
3 Mannin Way
Lancaster
LA1 3SW

Tel 01524 845046
www.ascentis.co.uk

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

TABLE OF CONTENTS

MATHEMATICAL SKILLS

Introduction	4
Aims	4
Target Group	4
Regulation Codes	4
Rationale for Rules of Combination	5
Rules of Combination	5
Recommended Prior Knowledge, Attainment and / or Experience	6
Guided Learning Hours (GLH) Total Qualification Time (TQT)	6
Age Range of Qualification	6
Opportunities for Progression	7
Mapping / Relationship to National Occupational Standards	7
Centre Recognition	7
Qualification Approval	7
Registration	7
Status in England, Wales and Northern Ireland	7
Reasonable Adjustments and Special Considerations	7
Enquiries and Appeals Procedure	8

ASSESSMENT ARRANGEMENTS

Assessment	9
Ascentis Designed Assessments	9
The Use of Artificial Intelligence (AI) in Assessments	9

VERIFICATION ARRANGEMENTS

Internal Verification	10
External Verification	10
Knowledge, Understanding and Skills Required of Assessors and Internal Verifiers	10

UNIT SPECIFICATIONS

Understanding Numbers	12
Using Calculations: Addition and Subtraction of Whole Numbers	13
Using Calculations: Multiplication and Division of Whole Numbers	14
Understanding and Using Fractions	15
Understanding and Using Decimals	16
Understanding and Using Percentages	17
Measure: Time and Temperature	18
Understanding Length, Weight and Capacity	19
Understanding Perimeter and Area	20
Understanding Volume	21
Understanding and Using 2D Shapes	22
Handling Data	23
Data Calculations	24
Probability	25
Appendix 1: Summary Record of Achievement	26

ASCENTIS LEVEL 1 EXTENDED AWARD AND CERTIFICATE IN MATHEMATICAL SKILLS

Introduction

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

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

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

Aims

The aims of these 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 further qualifications at Level 2
- 4 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 Level 1 Extended Award in Mathematical Skills: 610/6399/X

Ascentis Level 1 Certificate in Mathematical Skills: 610/6398/8

Rationale for the Rules of Combination

To achieve the Extended Award learners must achieve a minimum of 6 credits and a maximum of 12 credits.

Learners who achieve a minimum of 13 credits will achieve the Certificate.

Rules of Combination

Ascentis Level 1 Extended Award in Mathematical Skills				
				Minimum credits: 6 Maximum credits: 12
Title	Level	Credit Value	GLH	Unit Reference
Understanding Numbers	1	2	20	R/503/3166
Using Calculations: Addition and Subtraction of Whole Numbers	1	1	10	J/503/3259
Using Calculations: Multiplication and Division of Whole Numbers	1	2	20	F/503/3356
Understanding and Using Fractions	1	2	20	Y/503/3170
Understanding and Using Decimals	1	2	18	R/503/3278
Understanding and Using Percentages	1	2	20	D/503/3252
Measure: Time and Temperature	1	2	20	D/505/4022
Understanding Length, Weight and Capacity	1	1	10	L/503/3277
Understanding Perimeter and Area	1	1	10	J/503/3276
Understanding Volume	1	1	10	F/503/3258
Understanding and Using 2D Shapes	1	1	10	H/503/3169
Handling Data	1	2	20	A/503/3291
Data Calculations	1	1	10	K/503/3044
Probability	1	1	10	Y/503/3282
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 Level 1 Certificate in Mathematical Skills

Credits: 13

Title	Level	Credit Value	GLH	Unit Reference
Understanding Numbers	1	2	20	R/503/3166
Using Calculations: Addition and Subtraction of Whole Numbers	1	1	10	J/503/3259
Using Calculations: Multiplication and Division of Whole Numbers	1	2	20	F/503/3356
Understanding and Using Fractions	1	2	20	Y/503/3170
Understanding and Using Decimals	1	2	18	R/503/3278
Understanding and Using Percentages	1	2	20	D/503/3252
Measure: Time and Temperature	1	2	20	D/505/4022
Understanding Length, Weight and Capacity	1	1	10	L/503/3277
Understanding Perimeter and Area	1	1	10	J/503/3276
Understanding Volume	1	1	10	F/503/3258
Understanding and Using 2D Shapes	1	1	10	H/503/3169
Handling Data	1	2	20	A/503/3291
Data Calculations	1	1	10	K/503/3044
Probability	1	1	10	Y/503/3282
Credits from equivalent Units: 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 a level of mathematical skill to at least Entry Level 3 prior to studying these qualifications.

Guided Learning Hours (GLH)

The recommended guided learning hours are –

- Level 1 Extended Award in Mathematical Skills is 60
- Level 1 Certificate in Mathematical Skills is 130

Total Qualification Time (TQT)

The total qualification time is -

- Level 1 Extended Award in Mathematical Skills is 60
- Level 1 Certificate in Mathematical Skills is 130

Age Range of Qualification

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

Opportunities for Progression

These qualifications offer:

- 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

These qualifications 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. They are only offered in English. If a centre based overseas (including Scotland) would like to offer these qualifications, they should make an enquiry to Ascentis.

Reasonable Adjustments and Special Considerations

In the development of these qualifications Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement, for candidates with particular requirements reasonable adjustments may be made in order that candidates can have fair assessment and demonstrate attainment. All assessment papers may be enlarged, if required, with the exception of the **Understanding Length, Weight and Capacity** 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 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 Level 1 unit is assessed through an Ascentis designed assessment. This must be conducted in centres under supervised conditions.

The 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.

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; 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.

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 verified 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:

- 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 assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

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

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

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

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

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

UNIT SPECIFICATIONS

Understanding Numbers

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand numbers up to seven digits and identify negative numbers.

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

N1/L1.1, N1/L1.2, N1/L1.8

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to read whole numbers	1.1 Read whole numbers with up to seven digits in digit form
	1.2 Read names of whole numbers with up to seven digits
2 Be able to write whole numbers	2.1 Write whole numbers with up to seven digits in digit form
	2.2 Write names of whole numbers with up to seven digits
3 Be able to order whole numbers	3.1 Identify place value in whole numbers with up to seven digits
	3.2 Order whole numbers with up to seven digits in order of size
4 Understand the symbols for greater than and less than	4.1 Identify the symbols for greater than and less than
	4.2 Record the symbols for greater than and less than
5 Be able to round whole numbers	5.1 Round whole numbers with up to seven digits
6 Be able to recognise negative numbers in practical contexts	6.1 Identify the temperature at which water freezes
	6.2 Identify negative temperatures

UNIT SPECIFICATIONS

Using Calculations: Addition and Subtraction of Whole Numbers

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to add and subtract whole numbers and check that answers are reasonable. This unit assumes that the learner has prior skills in using numbers at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding Numbers unit at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
N1/L1.3, N1/L1.8, N1/L1.9

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to add whole numbers	1.1 Add whole numbers up to 7 digits, using written methods
	1.2 Add whole numbers up to 7 digits, using a calculator
	1.3 Select and use the correct operation for the context using a calculator
2 Be able to subtract whole numbers	2.1 Subtract whole numbers up to 7 digits, using written methods
	2.2 Subtract whole numbers up to 7 digits, using a calculator
	2.3 Select and use the correct operation for the context using a calculator
3 Be able to check answers	3.1 Check answers using a different method
	3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable

UNIT SPECIFICATIONS

Using Calculations: Multiplication and Division of Whole Numbers

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

This unit will give learners an opportunity to multiply and divide whole numbers and check that answers are reasonable. This unit assumes that the learner has prior skills in using numbers at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding Numbers unit at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
N1/L1.4, N1/L1.5, N1/L1.6, N1/L1.9

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to multiply whole numbers.	1.1 Multiply whole numbers up to 4 digits by numbers up to 2 digits using written methods
	1.2 Multiply whole numbers up to 4 digits by numbers up to 2 digits using a calculator
	1.3 Select and use correct operation in context using a calculator
2 Be able to divide whole numbers.	2.1 Divide whole numbers up to 4 digits by numbers up to 2 digits using written methods and interpret remainders
	2.2 Divide whole numbers up to 7 digits by numbers up to 2 digits using a calculator and interpret remainders
	2.3 Identify division written in more than one format
	2.4 Select and use correct operation for the context using a calculator
3 Be able to check answers.	3.1 Check answers using a different method
	3.2 Estimate answers by rounding numbers to nearest 10, 100 or 1000 to check that answers are reasonable
4 Understand the effect of multiplying whole numbers by 10 and 100.	4.1 Multiply whole numbers by 10
	4.2 Multiply whole numbers by 100
5 Understand the effect of dividing whole numbers by 10 and 100.	5.1 Divide whole numbers by 10
	5.2 Divide whole numbers by 100
6 Be able to recognise numerical relationships.	6.1 Recall multiplication facts up to 10 x 10
	6.2 Recall multiples of 10, 50, 100 and 1000
	6.3 Make connections between multiplication and division facts
	6.4 Use strategies for dealing with larger numbers

UNIT SPECIFICATIONS

Understanding and Using Fractions

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand fractions and use simple ratios. This unit assumes that the learner has prior skills in using numbers at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding Numbers unit at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
N1/L1.7, N2/L1.1, N2/L1.2, N2/L1.3, N2/L1.11

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to read common fractions and mixed numbers	1.1 Read common mixed number names 1.2 Read common mixed numbers in digit form 1.3 Read common non-unit fractions
2 Be able to write common fractions and mixed numbers	2.1 Write common mixed number names 2.2 Write common mixed numbers in digit form 2.3 Write common non-unit fractions
3 Be able to order common fractions and mixed numbers	3.1 Arrange in order of size a set of common units, non-unit fractions and mixed numbers
4 Know common equivalent fractions	4.1 Identify and write common equivalent fractions
5 Be able to find fractions of whole number quantities and measurements	5.1 Find a unit fraction by division 5.2 Find a non-unit fraction as a multiple of a unit fraction 5.3 Find a non-unit fraction by a combination of unit fractions 5.4 Use fractions in everyday situations
6 Be able to use a calculator to solve problems involving fractions	6.1 Use a calculator to solve everyday problems involving fractions
7 Understand ratio and direct proportion	7.1 Calculate quantities involved in mixtures using simple ratio 7.2 Use direct proportion to scale quantities up or down

UNIT SPECIFICATIONS

Understanding and Using Decimals

Credit Value of Unit 2

GLH of Unit 18

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand decimals and be able to calculate with them. This unit assumes that the learner has prior skills in using numbers at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding Numbers unit at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in using numbers through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
N1/L1.9, N2/L1.4, N2/L1.5, N2/L1.6, N2/L1.7, N2/L1.11, MSS1/L1.1

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

Learning Outcomes		Assessment Criteria
The learner will be able to		The learner can
1	Be able to read numbers with up to three decimal places	1.1 Read numbers with up to three decimal places
2	Be able to write numbers with up to three decimal places	2.1 Write numbers with up to three decimal places
3	Be able to order numbers with up to three decimal places	3.1 Arrange numbers with up to three decimal places
4	Understand that the position of a digit signifies its value	4.1 Identify place value in numbers with up to three decimal places
		4.2 Identify that the decimal point separates whole numbers from decimal fractions
5	Be able to approximate decimals by rounding to a whole number or 2 decimal places	5.1 Round numbers with up to three decimal places to the nearest whole numbers
		5.2 Round numbers with up to three decimal places to one decimal place
		5.3 Round numbers with up to three decimal places to two decimal places
6	Be able to add decimals up to 2 decimal places	6.1 Add decimals up to 2 decimal places
7	Be able to subtract decimals up to 2 decimal places	7.1 Subtract decimals up to 2 decimal places
8	Be able to multiply decimals up to 2 decimal places	8.1 Multiply decimal numbers by 10 and 100
		8.2 Multiply decimals up to 2 decimal places by whole numbers
9	Be able to divide decimals up to 2 decimal places	9.1 Divide decimal numbers by 10 and 100
		9.2 Divide decimals up to 2 decimal places by whole numbers
10	Know how to use strategies to check answers	10.1 Use different strategies to check answers
11	Be able to use a calculator to calculate decimals	11.1 Use a calculator to solve everyday problems using decimals

UNIT SPECIFICATIONS

Understanding and Using Percentages

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand percentages. This unit assumes that the learner has prior skills in using fractions and decimals at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding and Using Fractions and the Understanding and Using Decimals units at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in using fractions and decimals through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
N2/L1.8, N2/L1.9, N2/L1.10, N2/L1.11

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand whole number percentages	1.1 Read the percentage symbol
	1.2 Write the percentage symbol
	1.3 Identify 100% as the whole
	1.4 Identify 1% as one part of 100
2 Be able to calculate percentage parts of whole number quantities	2.1 Find 1% of a quantity
	2.2 Find 10% of a quantity, dividing by 10
	2.3 Find 5%, 20% of a quantity by different methods
	2.4 Find 50%, 25%, 75% of a quantity using combinations of division, multiplication, addition and subtraction
	2.5 Find any whole number % of a quantity
3 Understand how to calculate percentage increase	3.1 Find percentage increase
	3.2 Apply percentage increase to everyday examples
4 Understand how to calculate percentage decrease	4.1 Find percentage decrease
	4.2 Apply percentage decrease to everyday examples
5 Be able to use a calculator to calculate percentages	5.1 Calculate percentages using the % key on the calculator
	5.2 Use a calculator to solve everyday problems involving percentages

UNIT SPECIFICATIONS

Measure: Time and Temperature

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand times, dates and temperatures.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
MSS1/L1.2, MSS1/L1.3, MSS1/L1.4

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand times written in different formats	1.1 Read time from a 24-hour clock
	1.2 Record time in 24-hour notation
	1.3 Match 12-hour and 24-hour times
	1.4 Convert between 12-hour and 24-hour times
	1.5 Choose appropriate devices to measure different lengths of time
	1.6 Extract simple information from timetables
2 Understand dates written in different formats	2.1 Identify common date formats
	2.2 Use common date formats
	2.3 Use a calendar to calculate the length of time between given dates
3 Know the relationship between units of time	3.1 Identify uses of different units of time for activities and events
	3.2 Estimate in appropriate units the time different activities and events will take
4 Be able to calculate using time	4.1 Identify the relationships between units of time
	4.2 Convert between units of time
	4.3 Add hours and minutes
	4.4 Subtract hours and minutes
	4.5 Calculate durations of time
	4.6 Compare durations of time
5 Be able to read temperatures	5.1 Read thermometers in degrees Celsius
	5.2 Read thermometers in degrees Fahrenheit
	5.3 Identify freezing point as 0°C and 32°F
6 Be able to compare temperatures	6.1 Compare temperatures in degrees Celsius and degrees Fahrenheit
7 Be able to measure temperature	7.1 Estimate and measure temperature in everyday situations

UNIT SPECIFICATIONS

Understanding Length, Weight and Capacity

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand measures of length, weight and capacity.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
MSS1/L1.5, MSS1/L1.6, MSS1/L1.7

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand metric units of measurement	1.1 Identify metric units of length, weight and capacity including their abbreviations
	1.2 Convert measurements of length, weight and capacity from one metric unit to another
	1.3 Add units of measure within the same system in practical situations
	1.4 Subtract units of measure within the same system in practical situations
2 Be able to use units for measurement	2.1 Choose units of measurement for different measuring tasks
3 Be able to use instruments for measurement	3.1 Choose measuring instruments for different measuring tasks
4 Understand the symbols for greater than and less than	4.1 Identify the symbols for greater than and less than

UNIT SPECIFICATIONS

Understanding Perimeter and Area

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to find the perimeters and areas of shapes. This unit assumes that the learner has prior skills in understanding length, weight and capacity at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding Length, Weight and Capacity unit at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in understanding length, weight and capacity through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
MSS1/L1.8, MSS1/L1.9

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the perimeters of shapes	1.1 Identify perimeter as being measured in units of length
	1.2 Produce different squares and rectangles with the same perimeter
2 Be able to find the perimeter of shapes	2.1 Find the perimeters of shapes in different ways
	2.2 Find a formula in words for calculating the perimeter of rectangular shapes
	2.3 Check the formula
	2.4 Find the perimeters of rectangular shapes using a formula
3 Be able to read and record measurement of an area	3.1 Read and write the units of measure for the area, in words and in other ways
	3.2 Identify measurements used to calculate the area
4 Be able to find the areas of rectangles	4.1 Identify that area is measured in square units
	4.2 Find the area of drawings on squared paper by counting squares
	4.3 Find the areas of rectangular shapes identifying and using the formula

UNIT SPECIFICATIONS

Understanding Volume

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand how to find volumes. This unit assumes that the learner has prior skills in understanding length, weight and capacity at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding Length, Weight and Capacity unit at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in understanding length, weight and capacity through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
MSS1/L1.10

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand how volume is measured	1.1 Identify that volume is a measure of space
	1.2 Identify volume is measured in cubic units
	1.3 Read and record units of measure of volume
2 Know how to find the volume of cuboid shapes	2.1 Use practical methods to find the volume of a cuboid container
	2.2 Identify the dimensions of a cuboid to calculate volume
	2.3 Use the formula to calculate the volume of a cuboid

UNIT SPECIFICATIONS

Understanding and Using 2D Shapes

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand the properties of shapes and measure angles.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
MSS2/L1.1, MSS2/L1.2

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Understand the properties of 2D shapes	1.1 Use vocabulary related to shape
	1.2 Identify a right angle
	1.3 Identify two right angles
	1.4 Identify four right angles
	1.5 Identify the properties of the sides and angles of 2D shapes
	1.6 Identify a line of symmetry
2 Be able to use the properties of 2D shapes to solve problems	2.1 Identify which regular shapes tessellate
	2.2 Plan a tiling pattern.
	2.3 Produce 2D shapes in different orientations using grids
3 Be able to read and record angles in degrees	3.1 Read and record angles using the symbol for degrees
4 Be able to measure and record angles in degrees	4.1 Measure and record a variety of angles using a protractor

UNIT SPECIFICATIONS

Handling Data

Credit Value of Unit 2

GLH of Unit 20

Level of Unit 1

Introduction

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

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
HD1/L1.1, HD1/L1.2

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

Learning Outcomes	Assessment Criteria
The learner will be able to	The learner can
1 Be able to extract information from data	1.1 Extract information from tables
	1.2 Extract information from line graphs
	1.3 Extract information from pie charts
2 Be able to interpret information from data	2.1 Interpret information from tables
	2.2 Interpret information from line graphs
	2.3 Interpret information from pie charts
	2.4 Interpret diagrams in practical contexts
	2.5 Interpret scale drawings using a simple scale
3 Be able to represent discrete data	3.1 Implement methods for collecting data
	3.2 Represent data collected in suitable ways
	3.3 Organise given data sets in suitable ways
	3.4 Represent given data sets in suitable ways

UNIT SPECIFICATIONS

Data Calculations

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to calculate arithmetical averages and the range of a set of data.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
HD1/L1.3, HD1/L1.4

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

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand the arithmetical average for a set of data	1.1	Use the term average in everyday contexts
		1.2	Find the mean for a given set of data
2	Understand the range of a set of data	2.1	Use the term range as a measure of spread for sets of data in everyday usage
		2.2	Calculate the range of given data sets

UNIT SPECIFICATIONS

Probability

Credit Value of Unit 1

GLH of Unit 10

Level of Unit 1

Introduction

This unit will give learners an opportunity to understand and calculate probability. This unit assumes that the learner has prior skills in using decimals and percentages at Level 1. These skills may have been gained through the achievement of the Ascentis Understanding and Using Decimals and the Understanding and Using Percentages units at Level 1 or equivalent units. Alternatively, the learner may be asked to demonstrate the skills in using fractions and decimals through an initial assessment.

This unit maps to the Adult Numeracy Core Curriculum in the following areas:
HD2/L1.1, HD2/L1.2

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

Learning Outcomes		Assessment Criteria	
The learner will be able to		The learner can	
1	Understand probability as an expression of an event occurring	1.1	Identify what is meant by expressions such as one in two chance, fifty fifty
2	Understand that probability can be written as a fraction, decimal or percentage	2.1	Express the probability of events occurring as decimals and percentages
		2.2	Express the probability of an event as the number of ways the event can happen divided by the total number of outcomes
3	Be able to calculate probability	3.1	Use real data to calculate probabilities
		3.2	Use simulated data to calculate probabilities

APPENDIX 1

Summary Record of Achievement

Ascentis Level 1 Extended Award/Certificate in Mathematical Skills

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Understanding Numbers	1	2			
Using Calculations: Addition and Subtraction of Whole Numbers	1	1			
Using Calculations: Multiplication and Division of Whole Numbers	1	2			
Understanding and Using Fractions	1	2			
Understanding and Using Decimals	1	2			
Understanding and Using Percentages	1	2			
Measure: Time and Temperature	1	2			
Understanding Length, Weight and Capacity	1	1			
Understanding Perimeter and Area	1	1			
Understanding Volume	1	1			
Understanding and Using 2D Shapes	1	1			
Handling Data	1	2			
Data Calculations	1	1			
Probability	1	1			

Learner Name _____

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) _____