



openawards

Functional Skills Mathematics

Entry Level 3

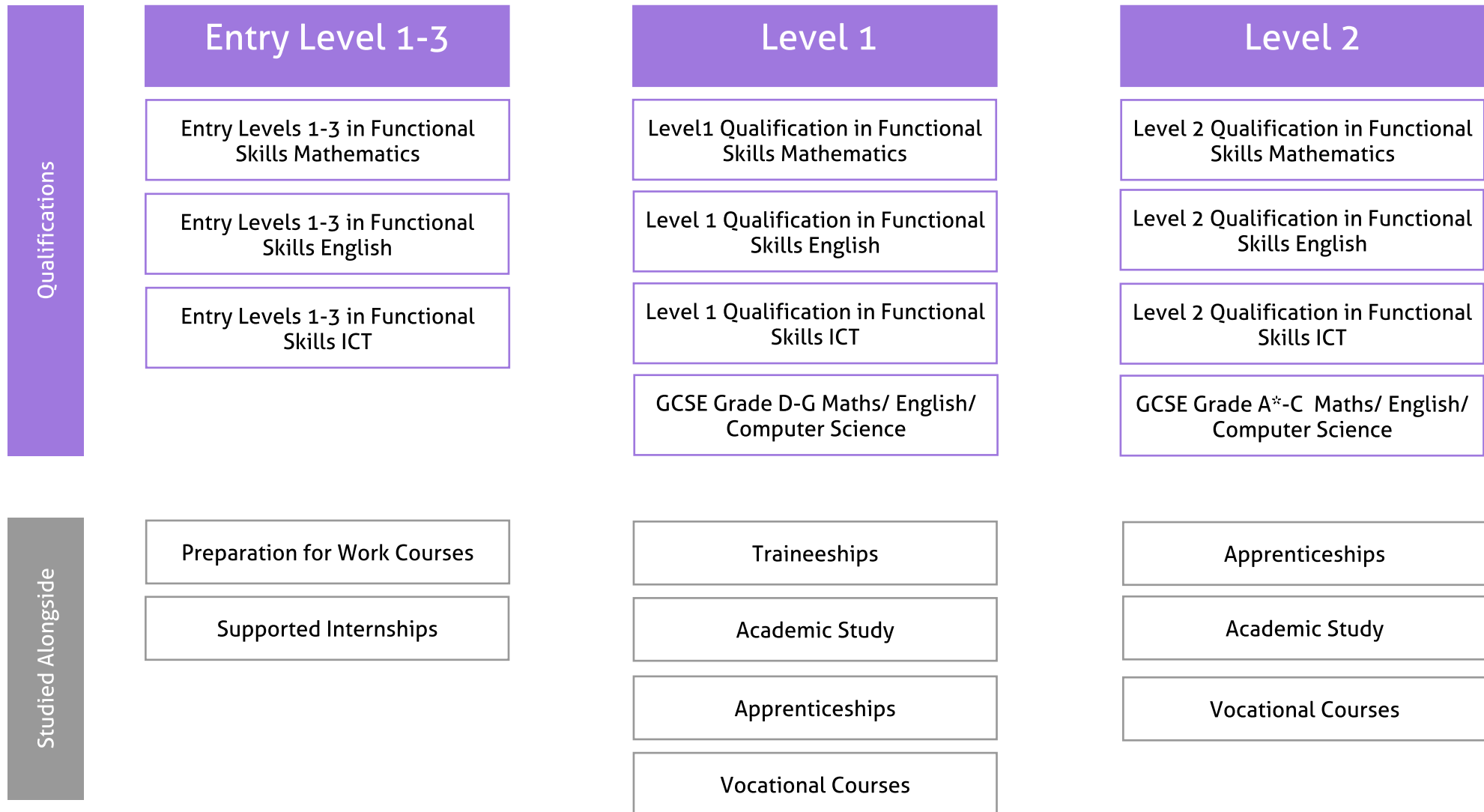


QUALIFICATION GUIDE

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Pathway to Progression Functional Skills



About the Qualification

Title	Functional Skills Qualification in Mathematics
QAN	600/8647/6
Sector	14.1 Foundations For Learning and Life
Level	Entry Level 3
Funding	Please click here for more information
Pricing Information	Please click here for more information
Review Date	31 st December 2016

Ofqual Purpose	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area
Ofqual Sub-Purpose	Prepare for further learning or training

Rules of Combination
To achieve the qualification learners successfully pass a single, externally set and internally marked, assessment.

Guided Learning	
Guided Learning (hours)	45

Age Range and Restrictions:	
Pre -16	✓
16 – 18	✓
19+	✓
Any other restrictions specific to the qualification(s)	None

Any specified entry requirements
There are no restrictions on learner entry to these qualifications. However, it is recommended that learners undertake a comprehensive initial diagnostic assessment to ensure that they are following an appropriate learning programme leading to a summative assessment.

Assessment Method
To achieve our mathematics qualifications Learners must successfully complete an assessment, covering three interrelated skills, which is externally set by Open Awards and internally marked using the guidance provided. Sample assessments are available here .
These skills are: <ul style="list-style-type: none"> • representing information • analysing information • interpreting information
The assessments are designed as assessment tasks based on real-life contexts. Contexts may be

based on:

- work and education
- community, citizenship and environment or
- family, home and social issues

Assessments at Entry Level are available using the paper-based mode of delivery only.

Reasonable adjustments and special considerations may be required for individual learners to enable them to undertake assessments fairly. Please see our [Access to Fair Assessment Policy](#) for details on how to apply for and implement these measures.

Other Qualifications in this suite

Open Awards Functional Skills Qualification in Mathematics at Entry 1
Open Awards Functional Skills Qualification in Mathematics at Entry 2
Open Awards Functional Skills Qualification in Mathematics at Level 1
Open Awards Functional Skills Qualification in Mathematics at Level 2

Purpose Statement

Why study Open Awards Entry Level 3 Functional Skills in Mathematics?

The qualification will teach you mathematics skills you can use in daily life.
It will help you to progress to the Level 1 Functional Skills in Mathematics.
It could help you get a job or be a volunteer.



Who is it for?

- People who have never learnt mathematics before
- People wanting to develop basic maths skills
- People looking to work towards higher mathematics qualifications including GCSEs
- People doing a traineeship
- People doing a vocational learning course



Are you eligible?

This qualification is suitable for:

- People of any age

You do not need to have:

- Any previous experience
- Any previous qualifications

What will you do?

You will need to complete about 45 hours of learning

You will develop skills to solve mathematics problems in practical settings. Examples of practical settings are:

- Work and education
- Community, citizenship and environment
- Family, home and social issues

Examples of the things you will do:

- Add and subtract using numbers up to 1000
- Multiply and divide by 2, 3, 4, 5 and 10
- Round to the nearest 10 or 100
- Use simple fractions
- Recognise number patterns
- Make simple calculations involving money
- Use information from lists, tables, simple charts and simple graphs





How will you be tested?

There will be a test at the end of your course.
This will be marked by your teacher or tutor.
If you do not pass the test, you can try again.



What can you do next?

When you achieve your qualification, you will be able to show you have basic mathematics skills.

These are important to

- Schools
- Colleges
- Employers
- You!

You could go on to study towards mathematics qualifications at a higher level.
The next level is Level 1

Example qualifications are:

- Functional Skills Qualification in Mathematics at Level 1
- Awards in Mathematics at Level 1

You could also start a different course to help you get a job. An example is:

- **A traineeship**

This course includes:

- Work placements
- Qualifications
- Maths/English



Who supports this qualification?

The qualification is supported by schools/colleges including:

- Liverpool Adult Learning
- Cheshire West and Chester Council
- The Manchester College

How do I start?

Speak to your tutor or teacher.

If you are not in school or college, you can ask for help from:

- Parent/carer
- Support worker
- Employer
- Friend

Subject Content

The external assessments for the Open Awards Functional Skills Qualification in Mathematics at Entry 3 have been designed to require learners to demonstrate their ability in relation to the content provided below.

Each assessment will require the learner to demonstrate all of the Skill Standards and a selection of the coverage and range which will vary from assessment to assessment.

Skill Standard	Coverage and Range
<p>Representing</p> <ul style="list-style-type: none"> • Understand practical problems in familiar contexts and situations • Begin to develop own strategies for solving simple problems • Select mathematics to obtain answers to simple given practical problems that are clear and routine <p>Assessment weighting 30 - 40%</p>	<ul style="list-style-type: none"> • Add and subtract using three-digit numbers • Solve practical problems involving multiplication and division by 2, 3, 4, 5 and 10 • Round to the nearest 10 or 100 • Understand and use simple fractions • Understand, estimate, measure and compare length, capacity, weight and temperature • Understand decimals to two decimal places in practical contexts • Recognise and describe number patterns • Complete simple calculations involving money and measures • Recognise and name simple 2D and 3D shapes and their properties • Use metric units in everyday situations • Extract, use and compare information from lists, tables, simple charts and simple graphs
<p>Analysing</p> <ul style="list-style-type: none"> • Apply mathematics to obtain answers to simple given practical problems that are clear and routine • Use simple checking procedures <p>Assessment weighting 30 - 40%</p>	
<p>Interpreting</p> <ul style="list-style-type: none"> • Interpret and communicate solutions to practical problems in familiar contexts and situations <p>Assessment weighting 30 - 40%</p>	

Delivering this Qualification

Becoming a Centre

To deliver this qualification you must be a recognised Open Awards centre. For more information, [click here](#) or contact us on 0151 494 2072

Already Recognised? How to Deliver

If you are already a recognised Open Awards centre, you can deliver this qualification by completing a [New Qualification Notification Form](#) via the Open Awards portal. For more information, see the [Centre Handbook](#), or [speak to your Customer Service Advisor](#).

Registering Learners

Once you are ready to deliver this qualification, you will need to register your learners in line with the timescales below:

Short courses (15 weeks or less) within 25 working days of the course start date.

Long courses (over 15 weeks) within 60 working days of the course start date.

You will need to register your learners via the Open Awards portal. More information can be found on [our website](#) or the [Centre Handbook](#).

Quality Assurance

Delivery of this qualification must be done so in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes. Please [see our website](#) for more information.

Centre Staff Requirements

To deliver our Functional Skills qualifications Open Awards expects that centre staff meet the following minimum requirement:

- Tutors have relevant teaching experience and/or a qualification, and experience and/or a qualification in the relevant subject area, as a minimum at a level above that which is being taught
- Although not mandatory, best practice would be for Assessors to hold the relevant D32/D33/A1/AQA unit(s) and Level 3 Award in Education or Training. Likewise, best practice would be for Internal Verifiers to hold the relevant D34/V1/IQA unit(s).

Centres are responsible for ensuring that their staff are occupationally competent and have access to appropriate training and support. They are also responsible for notifying Open Awards of staff changes.

Assessment

Assessment is through a single externally set, internally marked, paper-based assessment. Centres must ensure that these assessments are carried out in controlled conditions to minimise the potential for plagiarism. In order to ensure these conditions are enforced external assessments must be delivered in accordance with our:

- [Assessment Venue Requirements](#)
- [Invigilation Requirements](#)

Centres must ensure that there are no conflicts of interest between the Invigilator and learners by checking in advance of the assessment (e.g. a relative of a learner or there is a

personal interest in the outcome of the assessment).

Centres are able to design their own Entry Level assessments should they wish. However, they must submit these assessments to Open Awards for approval at least 15 working days before the planned date of assessment with learners.

Storing Confidential Materials

Question papers and any other confidential material, e.g. answer booklets, must be stored securely at the centre's registered address in a safe or secure lockable cupboard with restricted access in a secure locked room. The contents of all materials must be treated as strictly confidential and should not be shared with anyone other than those taking or administering the assessment. Copies may not be issued to anyone, including teaching staff. Open Awards must be notified immediately if any known or suspected infringement of these conditions takes place. Should the centre be found responsible for compromising the security of the assessment then they may be charged for redevelopment costs.

Unannounced Visits

Open Awards operates a system of unannounced visits in order to ensure that centres are complying with the rules set out within this specification around the delivery of assessments. These visits ensure ongoing confidence in the qualification as well as maintaining and improving quality. Such checks will create the opportunity to comment on good practice and also identify areas for improvement.

We have [Unannounced Visits Guidance](#) with details on how these visits work.

Administration of Assessment

Learners must be registered in accordance with Open Awards policy prior to any Functional Skills assessments taking place.

Once learners are ready to take the assessment, centres should download and print the assessment paper from the Open Awards [Portal](#).

Learners should never take the same live assessment twice. Where this is found to have taken place the assessment result will be disqualified.

Marking, Verification and Standardisation

Marking

Assessments are internally marked using the Open Awards assessment marking guidance and mark scheme found in the Assessment Information and Guidance (available alongside each assessment paper).

Assessors must mark so it is clear to the Internal and External Verifiers where tasks have been achieved and how marks have been allocated. Marking should also include feedback to the learner. Markers may wish to use the optional [Assessment Tracking Form \(Entry Level Mathematics and ICT\)](#) to track achievement of the qualification.

Once an assessment has taken place the centre should generate the Recommendation for the Award of Credit (RAC) form and the Assessor must tick the RAC to indicate achievement. See the [Centre Handbook](#) for further details.

Internal Verification

Following marking internal verifiers monitor the quality of assessment results through the sampling

of assessment decisions. The internal verifier plans and specifies the sample of work that s/he wants to review. It is important that the sample is sufficient to enable a view to be formed on the consistency of assessment, as such the minimum of five assessments, or 10% if greater. Across the sample a cross section of tutors, levels, sites and assessment papers should be included.

In sampling the assessed work the internal verifier should look for evidence that confirms:

- Assessments have been marked in accordance with the mark schemes
- Assessment decisions are fair and consistent across the cohort and over time
- Assessors' marking is clear and transparent
- Assessment records are clear and accurate

We have provided the optional [Internal Verification Tracking Document](#) to record this activity. The Internal Verifier may use alternative methods but sampling activity must be recorded and made available at External Verification.

Should Internal Verifiers identify issues with sampled work this should be fed back to the relevant assessor. We have provided an optional [Internal Verification Feedback from IV to Assessor Form](#) for this purpose.

Further guidance on internal verification and training support for centres can be found on [our website](#)

External Verification

Centre approval compliance monitoring and external verification is carried out by Open Awards Quality Reviewers/External Verifiers who will confirm that the centre is assessing to standard and ensure that there are robust quality assurance systems embedded before the qualification is awarded to the learner.

Retention of Evidence

Centres must retain assessment records for at least 3 years from the end of the year to which they relate.

Standardisation

Centres are required to contribute to national standardisation as requested by Open Awards and also to carry out appropriate internal standardisation. Open Awards offers Standardisation events that are held throughout the year. Such events will also provide an opportunity to identify and share best practice. Up to date details of training and standardisation events can be found on [our website](#)

Internal standardisation involves ensuring that, where there is more than one tutor/assessor delivering Open Awards provision or more than one site, internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

Resits

Over the duration of the course run, learners are permitted to resit an assessment up to three times. The same assessment must not be attempted more than once. If the learner has not passed the assessment before the end of the course run then s/he must be re-registered before re-sitting.

Centres are responsible for preparing their learners for the assessment and should ensure that the approach to resits is appropriate. Learners should be discouraged from repeated resits and be provided with further teaching and learning to support successful achievement of the qualifications

where learners have not passed the assessment.

A learner can resit an assessment after a period of two weeks from the date of the issue of results. The assessment should be scheduled following the scheduling process outlined in the [Centre Handbook](#).

Appendices and Links

Appendix Name
Functional Skills Centres' Information Page
Glossary of Terms
Malpractice and Maladministration Policy
Sanctions Policy
Standardisation Policy
Guidelines for Use of the Open Awards Logo
Centre Handbook
Recognition of Prior Learning Policy and Procedures
Plagiarism Policy
Invoicing Policy
Equality and Diversity Policy
Customer Service Statement
Complaints Policy and Procedures
Enquiries and Appeals Policy and Procedures
Access to Fair Assessment Policy
Report of Suspected Malpractice (M1 Form)

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