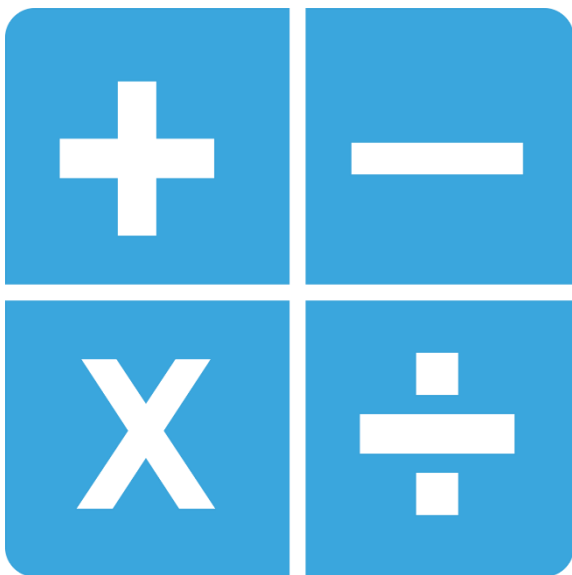




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Functional Skills Qualification in Mathematics

Level 1



QUALIFICATION GUIDE

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About the Qualification

Title	Open Awards Level 1 Functional Skills Qualification in Mathematics
QAN	603/4805/7
Sector	14.1 Foundations for Learning and Life
Level	One (1)
Funding	Please click here for more information
Pricing Information	Please click here for more information
Review Date	31/07/2026

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

<p>About Functional Skills Qualifications</p> <p>Functional Skills qualifications should provide reliable evidence of a learner’s achievements against demanding content that is relevant to the workplace. They need to provide assessment of learner’s underpinning knowledge, as well as their ability to apply this in different contexts. They also need to provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications will also play a part in the Government’s accountability systems.</p> <p>A key aim for Functional Skills Mathematics specifications is to enable the learner to demonstrate a sound grasp of mathematical skills at the appropriate level and be able to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real life situations.</p> <p>Purpose of Functional Skills Mathematics for Level 1 and Level 2: a qualification for work, study and life. Achievement of the qualification demonstrates a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real life situations.</p>
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Achievement of the Qualification

To achieve this qualification, learners must successfully pass at Level 1:

- One externally set and marked assessment in Mathematics (including a calculator and non-calculator section).

A learner who passes the externally set assessment will be issued with a 'pass' result.

A learner who does not pass the externally set assessment will be issued with a 'fail' result.

Qualification Time

Total Qualification Time (hours)	60
Guided Learning (hours)	55

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

Achievement of the Functional Skills Mathematics qualifications is through successful completion of a task-based assessment at Level 1 which are:

- Externally-set and externally marked assessment, including a calculator and non-calculator section.

Sample assessments are available on [the Portal](#) and can be accessed by the Assessment Administrator contact at your provider. Sample assessments cover both paper-based and on-screen modes of delivery.

In addition, there are practice mathematics questions for the functionality utilised for on-screen assessments and demonstration videos of how to use this functionality. Providers must ensure that learners have utilised these question types in advance of

sitting an on-screen assessment to ensure they are familiar with the assessment platform and potential question types.

The assessment tasks are based on real-life contexts. Contexts may be based on:

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

The amount of time allocated for the assessment is 2 hours.

The assessment is split into the following sections:

- Section A Non-Calculator: 30 minutes
(15 Marks available - worth 25% of the marks)
- Section B Calculator: 1 hour and 30 minutes
(45 Marks available - worth 75% of the marks)

All assessments must be taken under controlled assessment conditions. Further guidance can be found in Open Awards' Instructions for Conducting Controlled Assessments or Open Awards' Instructions for Conducting Controlled Assessments Remotely available via [the Portal](#).

The assessment can be carried out by either on-screen or by paper-based modes of delivery.

On-screen assessments are delivered on demand via the XAMS assessment system. Paper-based assessments are printed by Open Awards and sent to the provider in line with the [published assessment calendar](#).

Completed paper based assessment papers must be returned according to the instructions provided by Open Awards within the specified timeframe.

All assessments are marked within the XAMS assessment platform by Open Awards markers, and results are released within the XAMS assessment platform.

When completing the non-calculator section, learners will **not** be allowed access to external aids in relation to calculations, including traditional calculators and smart-phones, watches and other electronic devices.

When completing the calculator section, learners will be allowed to make use of a non-scientific calculator (for paper-based and online assessments) or the on-screen calculator (online assessment). The use of other electronic devices, including phones and smart-watches are not allowed at any time during the assessment.

Reasonable adjustments and special considerations may be required for individual learners to enable them to undertake assessments fairly. Please see our Reasonable Adjustments and Special Considerations Policy available on [the Portal](#) for details on how to apply for and implement these measures.

Subject Content

Open Awards Level 1 Functional Skills Qualification in Mathematics supports learners to apply their mathematical skills, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.

Learners should be:

- Introduced to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life;
- Enabled to develop an appreciation of the role played by mathematics in the world of work and in life generally;
- Able to use these skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.

Scope of study

The scope of study (SoS) for Level 1 Mathematics, including the SoS references from the DfE Subject Content is included below:

Use of number and the number system: Learners at Level 1 are expected to be able to:

- count in steps of various sizes, including negative numbers;
- read, write and understand positive whole numbers to one million;
- order and compare whole numbers of any size, and fractions, ratios and decimals and recognise the effect of multiplying and dividing by powers of 10, 100 and 1000;
- identify, compare and extend a range of numerical and spatial patterns;
- use, understand and calculate with fractions, decimals and percentages;
- calculate simple interest.

Level 1 - Using numbers and the number system <i>(whole numbers, fractions, decimals and percentages)</i>	
SoS1. Read, write, order and compare large numbers (up to one million)	SoS2. Recognise and use positive and negative numbers
SoS3. Multiply and divide whole numbers and decimals by 10, 100, 1000	SoS4. Use multiplication facts and make connections with division facts
SoS5. Use simple formulae expressed in words for one or two-step operations	SoS6. Calculate the squares of one-digit and two-digit numbers
SoS7. Follow the order of precedence of operators	SoS8. Read, write, order and compare common fractions and mixed numbers

SoS9. Find fractions of whole number quantities or measurements	SoS10. Read, write, order and compare decimals up to three decimal places
SoS11. Add, subtract, multiply and divide decimals up to two decimal places	SoS12. Approximate by rounding to a whole number or to one or two decimal places
SoS13. Read, write, order and compare percentages in whole numbers	SoS14. Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof
SoS15. Estimate answers to calculations using fractions and decimals	SoS16. Recognise and calculate equivalences between common fractions, percentages and decimals
SoS17. Work with simple ratio and direct proportions	

Use of common measures, shape and space: Learners at Level 1 are expected to be able to:

- work out simple relationships between common units of measurement to define quantities, also involving mathematical terms for position and direction
- apply and use calculations with common measures including money, time, length, weight and capacity
- visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations.

Level 1 - using common measures, shape and space	
SoS18. Calculate simple interest in multiples of 5% on amounts of money	SoS19. Calculate discounts in multiples of 5% on amounts of money
SoS20. Convert between units of length, weight, capacity, money and time, in the same system	SoS21. Recognise and make use of simple scales on maps and drawings
SoS22. Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles	SoS23. Calculate the volumes of cubes and cuboids
SoS24. Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles	SoS25. Interpret plans, elevations and nets of simple 3-D shapes
SoS26. Use angles when describing position and direction, and measure angles in degrees	

Handle information and data: learners at Level 1 are expected to be able to:

- select, construct and interpret a range of statistical diagrams in various contexts;
- select and use methods and forms to present and describe outcomes
- extract and interpret information from tables, diagrams, charts and graphs;
- apply simple statistics and recognise features of charts to summarise and compare sets of data;
- recognise and use the probability scale and interpret probabilities.

Level 1 - Handling information and data	
SoS27. Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs	SoS28. Group discrete data and represent grouped data graphically
SoS29. Find the mean and range of a set of quantities	SoS30. Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events
SoS31. Use equally likely outcomes to find the probabilities of simple events and express them as fractions	

Solving mathematical problems and decision making

Learners are expected to be able to use the knowledge and skills listed in the Functional Skills Mathematics Level 1 Subject Content to recognise and obtain a solution or solutions a straightforward problem. A straightforward problem is one that requires learners to either work through one step or process or to work through more than one connected step or process.

Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape and space; information and data).

At this level it is expected that the learner will be able to address individual problems, some of which draw upon a combination of any two of the mathematical content areas and require learners to make connections between those content areas.

Attributes, of which one or more may be present in a single task to consider it as problem solving, are listed below:

A. Tasks that have little or no scaffolding: there is little guidance given to the learner beyond a start point and a finish point. Questions do not explicitly state the mathematical process(es) required for the solution.

- B. Tasks that provide for multiple representations, such as the use of a sketch or a diagram as well as calculations.
- C. The information is not given in mathematical form or in mathematical language; or there is a need for the results to be interpreted or methods evaluated, for example, in a real-world context.
- D. Tasks have a variety of techniques that could be used.
- E. The solution requires understanding of the processes involved rather than just application of the techniques.
- F. The task requires two or more mathematical processes or may require different parts of mathematics to be brought together to reach a solution.

Learners are expected to be able to:

- Read, understand and use mathematical information and mathematical terms used at this level;
- Address individual problems as described above;
- Use knowledge and understanding to a required level of accuracy;
- Analyse and interpret answers in the context of the original problem;
- Check the sense, and reasonableness, of answers; and
- Present results with appropriate explanation and interpretation demonstrating simple reasoning to support the process and show consistency with the evidence presented.

The context of individual problems Level 1 will require some comprehension in order for the learner to be able to identify and carry out an appropriate mathematical approach independently.

Open Awards Level 1 Qualification in Functional Skills

Learning aims and outcomes	Scope of Study	Task Coverage	Problem solving	Underpinning skills	Task details	Assessment structure and timings
<p>Demonstrate mathematical skills to solve realistic problems of increasing complexity through reasoning and decision making.</p> <p>Familiarise self with concepts and problems that apply to life and work.</p> <p>Understand the role played by mathematics in the world of work and in life generally.</p>	<ol style="list-style-type: none"> 1. Read, write, order and compare large numbers (up to one million) 2. Recognise and use positive and negative numbers 3. Multiply and divide whole numbers and decimals by 10, 100, 1000 4. Use multiplication facts and make connections with division facts 5. Use simple formulae expressed in words for one or two-step operations 6. Calculate the squares of one-digit and two-digit numbers 7. Follow the order of precedence of operators 8. Read, write, order and compare common fractions and mixed numbers 9. Find fractions of whole number quantities or measurements 10. Read, write, order and compare decimals up to three decimal places 11. Add, subtract, multiply and divide decimals up to two decimal places 12. Approximate by rounding to a whole number or to one or two decimal places 13. Read, write, order and compare percentages in whole numbers 14. Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof 15. Estimate answers to calculations using fractions and decimals 16. Recognise and calculate equivalences between common fractions, percentages and decimals 17. Work with simple ratio and direct proportions 18. Calculate simple interest in multiples of 5% on amounts of money 19. Calculate discounts in multiples of 5% on amounts of money 20. Convert between units of length, weight, capacity, money and time, in the same system 21. Recognise and make use of simple scales on maps and drawings 22. Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles 23. Calculate the volumes of cubes and cuboids 24. Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles 25. Interpret plans, elevations and nets of simple 3-D shapes 26. Use angles when describing position and direction, and measure angles in degrees 27. Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs 28. Group discrete data and represent grouped data graphically 29. Find the mean and range of a set of quantities 30. Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events 31. Use equally likely outcomes to find the probabilities of simple events and express them as fractions 	<p>Part A Sample of SoS</p>	9 marks	6 marks	No calculator permitted/ on-screen calculator disabled	Section A 30 minutes
		<p>Part B Sample of SoS</p>	36 marks	9 marks	Non-scientific calculator allowed/ on-screen calculator enabled	Section B 1 hour and 30 minutes

Delivering this Qualification

Becoming a Provider

To deliver this qualification you must be a recognised Open Awards provider. For more information, visit our [website](#) or contact the team on 0151 494 2072

How to Deliver

You can deliver this qualification by completing a [New Qualification Request Form](#) via the Portal.

You will be required to provide details of the staffing and resources you have in place for the delivery of Functional Skills qualifications and to confirm you can fulfil the requirements of this Qualification Guide and supporting policies.

For more information, see the Provider Handbook, or contact the team on 0151 494 2072.

Registering Learners

Once you are approved 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.

Full year 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](#) using the Learner Registration Form (LRF). Please ensure all learner details are provided to avoid delays to your learner registrations being processed. Learner Registrations Forms can be submitted by the Provider Admin Contact.

If an end-date for the course is not provided, the Functional Skills registration will last for a period of two years.

Once your learners are registered, you will be able to schedule assessments via the XAMS assessment platform.

Identification Requirements and Learner Authenticity Identification Requirements

Providers must have systems in place to ensure that an individual completing an assessment is the person they are claiming to be.

It is a provider's responsibility to confirm the identity of a learner as part of its registration process. You may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Providers are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. Open Awards' Quality Assurance team will check this record during quality assurance monitoring activities.

The following are permitted proof of a learner's Identity:

- a valid passport (any nationality);
- a signed UK photo card driving licence;
- valid warrant card issued by HM Forces or the Police;
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card; OR
- UK biometric residence permit If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Scheduling Assessments

Learners must be registered in accordance with Open Awards policy prior to scheduling learners for a Functional Skills assessment. .

Once the learner has been registered, their assessments can be scheduled via the XAMS assessment platform.

For online assessments, providers can set their own dates/time for assessments. Providers can schedule up to 24 hours before the set assessment date/time. The assessment will be available for the learner to sit at any time on the scheduled date.

Paper-based assessments are available on two set days every six (6) weeks. All learners at the provider must sit the same subject and level on the same day. A calendar of available dates is published at the beginning of each academic year and will be made available on our [website](#). Providers can schedule learners up to 15 working days before the set assessment date.

Please see our XAMS User Guidance on the [Portal](#) for further information.

Once scheduled, you cannot change the date or time of the assessment. Providers can, however, withdraw the learner from the scheduled assessment and re-schedule within the timescales outlined above.

Quality Assurance

Delivery of this qualification must be in accordance with Ofqual regulatory guidelines and in line with Open Awards' quality assurance processes.

Provider Staff Requirements

Providers 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.

To deliver our Functional Skills qualifications Open Awards expects that you have appropriate staff in place to fulfil the following essential roles:

- Tutor/ Teacher
- Internal Quality Assurer
- Invigilator
- Administrator

These roles must be covered by a minimum of 2 separate individuals to avoid potential or actual conflicts of interest. For more information, please see our Conflicts of Interest Policy available on [the Portal](#).

In addition, it is Open Awards expectation that staff at providers 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 being taught
- For the role of the administrator, providers must ensure that the confidentiality and security of assessments is maintained at all times.

Administration includes initial receipt of confidential materials, secure storage, movement and preparation of materials for scheduled assessments, and registration, secure storage and return of materials to the awarding organisation after scheduled assessments are completed.

No tutor of a Functional Skills qualification can be involved in the invigilation or administration of the assessment materials for Level 1 and 2 assessments in that subject, regardless of the level they teach. Nobody with a vested interest in the outcome of the assessment may be involved in the administration or invigilation.

For the role of Invigilator, staff will be required to complete Open Awards' online training before the first assessment.

External Assessment

Assessment of Level 1 Functional Skills in Mathematics is through an externally set and marked assessment, comprising of a calculator and non-calculator section. This assessment can be completed on-screen (online and on-demand) or paper-based (6 weekly set date).

Providers must ensure that assessments are carried out in controlled conditions to minimise the potential for plagiarism and to ensure security of the assessment materials. In order to ensure these conditions are enforced external assessments must be delivered in accordance with our policy, Instructions for Conducting Controlled Assessments or Instructions for Conducting Controlled Assessments Remotely, available on [the Portal](#).

Open Awards permits remote invigilation of Functional Skills assessments. Providers must apply in advance of the first assessment via [the Portal](#) if they intend to administer assessments remotely. Open Awards also provides a remote invigilation service. Open Awards invigilated assessments can be scheduled via the XAMS assessment platform by choosing this option from the drop-down. Prices associated with utilising Open Awards' invigilators are published in our [Pricing Information](#).

Invigilator reports must be completed for every assessment and retained in line with Open Awards' Instructions for Conducting Controlled Assessments (Remotely), and made available to Open Awards external quality assurance team on request.

Invigilators are responsible for ensuring that learners do not have access to calculators for Part A of the scheduled assessment, and that, for paper-based assessments, all Part A scripts are returned before issuing Part B.

Providers must ensure that there are no conflicts of interest between the invigilator and learners by checking in advance of the assessment. The invigilator(s) **must not** be a Functional Skills tutor for the same subject the learner, or group of learners, is undertaking the assessment for. The only exception to this is where it is required as a reasonable adjustment for a learner with specific support needs. In this case, a request for a reasonable adjustment should be made to Open Awards in advance of the assessment.

Once completed, paper-based external assessments must be returned to Open Awards by secure postage. This includes any scripts that were not attempted due to learner absence. For full guidance on returning completed scripts, please refer to the instructions provided to providers with the assessment papers.

Storing Confidential Materials

Question papers and any other confidential material, e.g. answer booklets, must be stored securely at the provider's registered address in a safe and secure lockable cupboard/cabinet 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 provider be found responsible for compromising the security of the assessment then they may be charged for redevelopment costs.

External Quality Assurance

External quality assurance includes, but is not limited to, the following activity:

- Provider performance review of results at task/question/assessment level;
- Annual quality compliance visits/activity;
- Unannounced and short-notice visits and spot checks; and
- Reviews of administration, reports, and internal quality assurance activities.

External quality assurance will ensure that:

- risk ratings can be constantly reviewed and amended (either increased or decreased) at any time to reflect a change in the risks presented by a provider.

Unannounced and Short-notice Visits

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

Guidance on unannounced and short-notice visits is available via [the Portal](#).

External Marking and Results

All external assessments are marked by qualified Open Awards markers.

Standardisation and marker checks are carried out regularly to ensure quality of marking. This includes second-marking and sampling by a Lead Marker in line with Open Awards sampling policy.

Following completion of the marking process, learners' results will be available to the provider through the XAMS assessment platform.

Results for on-screen assessments will be available within a maximum of 16 working days from the date the assessment was taken and within 27 working days for paper-based assessments.

For newly released assessment versions, the maximum time a provider/ learner will wait for results to be issued is 32 working days. This additional time is to allow for the awarding process where specific pass marks are set for each assessment version.

For mathematics assessments, learners will receive a feedback report on their performance against the subject content that was assessed. This is available for providers to download via the results screen in the XAMS assessment platform.

Resits

Learners are permitted to resit an external assessment where they are issued a fail result. Resit charges will apply.

Providers 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 be re-scheduled for a resit in the XAMS assessment platform after a period of two weeks from the time that a 'fail' result is released. This is to ensure that learners receive further teaching and learning and that they are fully prepared for the resit.

Please note, providers should not re-schedule an assessment until results have been received and it is confirmed that a learner has failed an assessment attempt.

If a learner has had three (3) attempts and not yet passed, please contact us on 0151 494 2072 or quality@openawards.org.uk to discuss this with the Quality Assurance team before scheduling a fourth attempt.

Enquiries and Appeals

Providers and learners have the right to appeal against the results issued. Providers must ensure that learners are made aware of this.

There are three stages of appeal depending on the nature of the decision at each stage:

- Enquiry (Stage 1)
- Appeal (Stage 2)
- Independent Appeals Review (Stage 3)

Each stage must be completed before progressing to the next stage.

More information can be found in Open Awards Policy for Enquiries and Appeals found on our [website](#).

Provider Monitoring

Providers delivering Functional Skills Maths at Levels 1 and 2 will receive an annual quality compliance visit. This will include a check of policies, procedures and controls for ensuring the provider undertakes the delivery, invigilation and administration of assessments in line with guidance and policies provided.

Providers are required to schedule all assessments to enable Open Awards to complete observations of on-screen and online assessments, unannounced visits and spot-checks.

Further guidance on training and support is available, please speak to your Open Awards' Quality and Standards Advisor.

Providers are required to contribute to national training and standardisation events as requested by Open Awards and also to carry out appropriate internal standardisation and/or peer observations for tutors involved in the delivery of Functional Skills.

Open Awards offers training and 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](#).

Appendices and Links

Appendix Name
Complaints Policy
Enquiries and Appeals Policy
Equality and Diversity Policy
Invoicing Policy
Privacy Policy
Provider Handbook
Reasonable Adjustments and Special Considerations Policy
XAMS Guidance

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