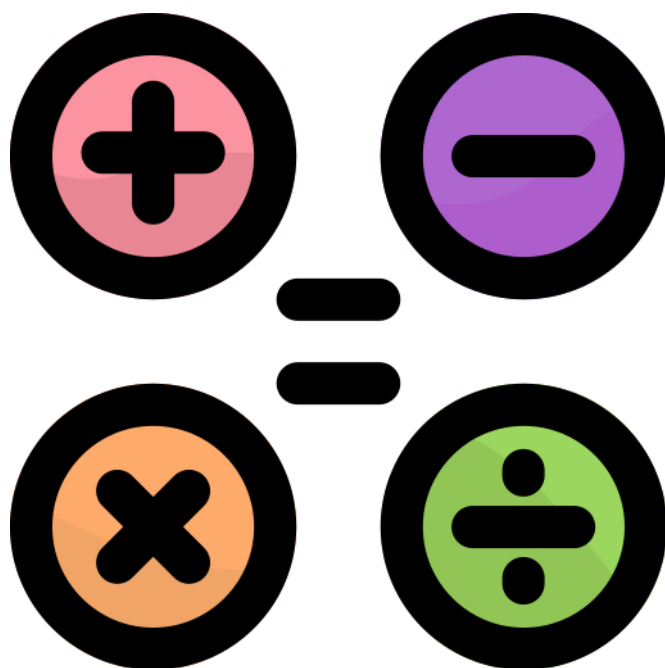


Functional Skills Mathematics

Entry Level 2



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About the Qualification

| | |
|----------------------------|--|
| Title | Open Awards Entry Level 2 Functional Skills Qualification in Mathematics |
| QAN | 603/4961/X |
| Sector | 14.1 Foundations for Learning and Life |
| Level | Entry Level 2 |
| Funding | Please click here for more information |
| Pricing Information | Please click here for more information |
| Review Date | 31/07/2024 |

| | |
|---------------------------|---|
| Ofqual Purpose | Prepare for Further Learning or Training and/or Develop Knowledge and/or Skills in a Subject Area |
| Ofqual Sub-Purpose | Develop Knowledge and/or Skills in a Subject Area |

About Functional Skills Qualifications

Functional Skills qualifications provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. They provide assessment of learners' underpinning knowledge as well as their ability to apply this in different contexts. They also provide a foundation for progression into employment or further technical education and develop skills for everyday life. In some contexts, Functional Skills qualifications also play a part in the Government's accountability systems.

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.

Purpose of Functional Skills Mathematics for Entry Levels: to demonstrate a sound grasp of the underpinning skills and basics of mathematical skills appropriate to the level, and the ability to apply mathematical thinking to solve simple problems in familiar situations. Achievement of these qualifications can provide the skills for further study at Levels 1 and 2.

Achievement to the Qualification

To achieve this qualification, learners must successfully pass at Entry Level 2:

- One externally set and internally 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 (TQT) | 55 |
| 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 single task-based assessment at Entry Level 2:

- Externally-set and internally marked assessment paper, including a calculator and non-calculator section. Both sections will be sat by the learner in one scheduled session unless a reasonable adjustment is required. Please see our Reasonable Adjustments and Special Considerations Policy available on the [portal](#) for details on how to apply for and implement these measures.

Sample assessments will be available on the Portal and Open Awards website [here](#). 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 1 hour and 25 minutes.

The assessment is split into the following sections:

- Section A Non-Calculator: 25 minutes
(7 marks available - worth 25% of total marks)
- Section B Calculator: 60 minutes
(21 marks available - worth 75% of total marks)

Total marks available: 28

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 traditional individual calculator. The use of other electronic devices, including phones and smart-watches are not allowed at any time during the assessment.

Both Sections A and B will include questions assessing underpinning skills and problem solving skills, as follows:

- Underpinning skills – 25% of total marks available
- Problem solving skills – 75% of total marks available

All assessments must be taken under controlled assessment conditions. Further guidance can be found in the Conducting Controlled Assessments available on the [portal](#).

The assessment is available as a paper-based mode of delivery. Assessments must be scheduled using Open Awards' XAMS Assessment Platform. Once scheduled, paper-based assessments will be made available (2 weeks in advance) for centres to download and print. Once marked, results must be entered onto the XAMS Assessment Platform and completed assessment scripts must be returned according to the instructions issued by Open Awards within the specified timeframe for external quality assurance. Results will not be confirmed until external quality assurance has taken place.

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 Entry Level 2 Functional Skills Qualification in Mathematics supports learners to:

- Become confident in their use of fundamental mathematical knowledge and skills, as described through the subject content; and
- Indicate that students can demonstrate their understanding by applying their knowledge and skills to solve simple mathematics problems or carry out simple tasks.

| Using numbers and the number system – whole numbers | |
|--|---|
| 1 | Count reliably up to 100 items |
| 2 | Read, write, order and compare numbers up to 200 |
| 3 | Recognise and sequence odd and even numbers up to 100 |
| 4 | Recognise and interpret the symbols +, −, ×, ÷ and = appropriately |
| 5 | Add and subtract two-digit numbers |
| 6 | Multiply whole numbers in the range 0x0 to 12x12 (times tables) |
| 7 | Know the number of hours in a day and weeks in a year. Be able to name and sequence |
| 8 | Divide two-digit whole numbers by single-digit whole numbers and express remainders |
| 9 | Approximate by rounding to the nearest 10, and use this rounded answer to check results |
| 10 | Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes |
| 11 | Read, write and use decimals to one decimal place |
| Using common measures, shapes and space | |
| 12 | Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p) |
| 13 | Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock |
| 14 | Use metric measures of length including millimetres, centimetres, metres and kilometres |
| 15 | Use measures of weight including grams and kilograms |
| 16 | Use measures of capacity including millilitres and litres |
| 17 | Read and compare positive temperatures |
| 18 | Read and use simple scales to the nearest labelled division |
| 19 | Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres |
| 20 | Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base |
| 21 | Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards |
| Handling information and data | |
| 22 | Extract information from lists, tables, diagrams and bar charts |

| | |
|----|--|
| 23 | Make numerical comparisons from bar charts |
| 24 | Sort and classify objects using two criteria |
| 25 | Take information from one format and represent the information in another format including use of bar charts |

Underpinning Skills and Problem Solving Skills

Learners at Entry Level 2 are required to demonstrate their understanding of underpinning skills, and their ability to apply mathematical thinking to solve problems in familiar contexts.

Entry Level 2 students are expected to be able to use the knowledge and skills listed above to recognise a simple problem and obtain a solution. A simple problem is one which requires working through one step or process.

At Entry Level 2 it is expected that students will be able to address individual problems each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data).

| | | |
|---|---|---|
| <p>Solving mathematical problems and decision making</p> | <p>Entry Level 2 students are expected to be able to:</p> <ul style="list-style-type: none"> • Use given mathematical information including numbers, symbols, simple diagrams and charts; • Recognise, understand and use simple mathematical terms appropriate to Entry Level 2; • Use the methods given above to produce, check and present results that make sense; and • Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2. <p>The context for simple problems at this level should be familiar to all students and easily described.</p> | <p>Worth 25% of the available marks</p> |
| <p>Underpinning skills</p> | <p>The ability to do mathematics when not part of a problem</p> | <p>Worth 75% of the available marks</p> |

Additional Guidance

1. Explanation behind the use of the term mathematical problem solving (for information)

Mathematical problem solving is a core element of Functional Skills mathematics, though underpinning knowledge will also be tested in its own right. Problem solving should not seek to obscure or add additional mathematical complexity beyond the level of the qualification. Defining what problem solving means in the context of examinations is challenging.¹

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 student 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.

For more information, please see the DfE's Subject Content: Functional Skills Maths (February 2018) Document available [here](#).

¹ DfE - Subject content functional skills: mathematics (Feb 2018) p19

Delivering this Qualification

Becoming a Centre

To deliver this qualification you must be a recognised Open Awards centre. For more information, head to 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 Open Awards portal. For more information, see the Centre Handbook, or contact the team on 0151 494 2072.

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.
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](#). Registrations last for a period of two years.

Identification Requirements and Learner Authenticity

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre 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 now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person they are claiming to be. Therefore, centres 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' Lead Quality Reviewers will check this record during quality assurance monitoring activities.

The following would be 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
- 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 any Functional Skills assessments taking place.

Assessments can be scheduled in the XAMS system shortly after learner registration. Centres can schedule learners up to 48 hours before the set assessment date/time.

Assessments will be made available for centres to download from the XAMS system from 2 weeks before the assessment is due to take place.

Please see our [XAMS User Guidance](#) for further information on how to schedule your learners.

Once scheduled, centres cannot change the date or time of the assessment. If, for exceptional circumstances, changes are required then you must contact the team on 0151 494 2072 or customerservices@openawards.org.uk to discuss **before** the date/time of the scheduled assessments.

Adapting Assessments

Contexts in the Maths assessments can be adapted by centres. No amendments to the knowledge, skills, understanding or level of demand are permitted. All adaptations need to be approved in advance by Open Awards Quality Assurance team. Further information is provided in **Guidance for Adapting Functional Skills Assessments**.

Marking Assessments

All external assessments are marked by the Centre and externally quality assured by Open Awards. Standardisation and marker monitoring activities are carried out regularly to ensure quality of marking.

Centre markers should use the provided mark schemes and accompanying guidance to mark the completed assessments. Any queries that arise should be directed to the Centre's Lead Quality Reviewer in the first instance.

Once assessments have been marked, results must be entered into the XAMS system and the scripts (including any unused scripts) returned to Open Awards following the instructions provided to centres.

Please note, results will not be confirmed until the marked scripts have been externally verified by Open Awards.

Centre markers are required to complete training with Open Awards before their first marking activity takes place, and to attend annual training and standardisation.

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 you have appropriate staff in place to fulfil the following essential roles:

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

It is expected that these roles are covered by a minimum of 2 separate individuals to avoid potential conflicts of interest. For more information, please see our Conflicts of Interest Policy available on the [portal](#).

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.

In addition, it is Open Awards expectation that staff at centres 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
- 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 and Training. Likewise, best practice would be for Internal Verifiers to hold the relevant D34/V1/IQA unit(s)

For the roles of Marker and Assessor, staff will be required to complete Open Awards' internal training and ongoing standardisation. Please visit our [website](#) for more information on upcoming training and events.

External Assessment

This is through an externally set and internally marked assessment, including a calculator and non-calculator section. This can be carried out as paper-based assessments only. 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 policy, Instructions for Conducting Controlled Assessments, available on the [portal](#).

Invigilator reports must be uploaded to the centre's Sharepoint folder.

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

Centres 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 the same Functional Skills tutor used for the delivery of the relevant Functional Skills course 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, 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 cover sheet and instructions provided to centres.

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 a 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.

External Quality Assurance

External quality assurance includes the following activity:

- Sampling of marking decisions at a centre
- Centre performance review of results at task/question/assessment level
- Annual quality compliance visits/activity
- Unannounced visits and spot checks

External quality assurance will ensure that:

- all learners' assessment responses are rigorously and fairly marked within agreed timescales;
- Open Awards receives accurate information about learner performance;
- marking is consistent and that required sampling takes place across the quality assurance team;
- item level performance can be monitored on an ongoing basis across a range of centres to provide early feedback on the effectiveness of questions and mark schemes;
- any anomalies in marking decisions can be identified and addressed early on and measures put in place to provide further training and support to a centre and improve their marking performance;
- 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 centre.

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 produced Unannounced Visits Guidance with details on how these visits work.

Resits

Learners are permitted to resit an assessment where they are not successful. Resit charges will apply and be made upon the publication of results.

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 in the XAMS system after a period of two weeks from the time that a result is returned in the system. Once the time has elapsed the resit can be scheduled in the system in the usual way. Please see our [XAMS User Guidance](#) for further information.

Verification and Standardisation

Verification is the process by which assessment decisions are confirmed. Centres delivering this qualification have a responsibility to conduct internal verification led by a trained internal verifier.

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.

Further guidance on Internal Verification and Training Support for centres can be found on our [website](#).

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 at more than one site,

internally set tasks and the outcomes of internal assessment are consistent across the range of courses.

Centre Monitoring

Centres delivering Functional Skills Maths at Entry Level will receive an annual quality compliance visit. This will include a check of policies, procedures and controls for ensuring the centre undertakes the delivery and administration of assessments in line with guidance and policies provided.

Centres are required to schedule all assessments which will enable Open Awards to complete observations of assessments, including unannounced visits and spot-checks.

Further guidance on Training Support for centres can be found on our [website](#).

Centres 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 |
|---|
| Functional Skills Centres' Information Page |
| Centre Handbook |
| Enquiries, Complaints and Appeals Policy |
| Equality and Diversity Policy |
| Invoicing Policy |
| Privacy Policy |

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