Training Qualifications UK

Qualification Specification

TQUK Functional Skills Qualifications at Entry Level

TQUK Functional Skills Qualification in Mathematics at Entry Level 1 (RQF) (XXX/XXXX/X)

TQUK Functional Skills Qualification in Mathematics at Entry Level 2 (RQF) (XXX/XXXX/X)

TQUK Functional Skills Qualification in Mathematics at Entry Level 3 (RQF) (XXX/XXXX/X)

Version DV4

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Summary of Changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

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XXXX	XXXX

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Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an awarding organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the Register of Regulated Qualifications.

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our website for news of our new and upcoming developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

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Qualification Specifications

Each qualification that TQUK offers is supported by a specification document that includes all the information required by a centre to deliver the qualification. The qualifications covered within this specification document are:

- TQUK Functional Skills Qualification in Mathematics at Entry Level 1 (RQF) (XXX/XXXX/X)
- TQUK Functional Skills Qualification in Mathematics at Entry Level 2 (RQF) (XXX/XXXX/X)
- TQUK Functional Skills Qualification in Mathematics at Entry Level 3 (RQF) (XXX/XXXX/X)

Information contained in this document includes the qualification purpose, the assessment strategy, and external quality assurance (EQA) arrangements relevant to the above qualifications. Further supporting documents are also identified in this specification. These include documents to support the administration and operation of the externally set and internally marked assessments.

Please read it alongside the *TQUK Centre Handbook*. Details of TQUK's procedures and policies can be found on our website.

Qualification specifications can also be found on our website.

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date PDF version of the specification.

Use of TQUK's Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, no changes or amendments are allowed in terms of its colour, size, border, or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

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The Qualifications

The TQUK Functional Skills Qualifications in Mathematics at Entry Level are regulated by Ofqual.

Functional Skills qualifications are designed to provide reliable evidence of a learner's achievements against demanding content that is relevant to the workplace. They also provide a foundation for progression into employment or further technical education and develop skills for everyday life.

The TQUK Functional Skills Qualifications in Mathematics at Entry Level help learners build confidence and fluency in mathematics, fostering a positive attitude towards the subject.

Apprentices with learning difficulties or disabilities and who do not have an Educational Health Care Plan (EHCP) in place have the option to study mathematics at a more accessible level. For apprentices who find level 1 or level 2 qualifications in mathematics too challenging the TQUK Functional Skills Qualification in Mathematics at Entry Level 3, offers an alternative that can be taken as part of their apprenticeship programme.

Qualification Purpose

The purpose of the TQUK Functional Skills Qualifications in Mathematics at Entry Level is to prepare learners for work, study, and everyday life. Achievement of these qualifications demonstrates the ability to apply mathematical skills at an appropriate level to solve everyday problems within practical situations and contexts.

Entry Requirements

There are no formal entry requirements for these qualifications.

Learners may benefit from taking an initial diagnostic assessment to help determine their starting level. Centres are encouraged to consider the learner's maturity and readiness for assessment when choosing the appropriate entry level for them.

Learners do not have to start with the Entry Level 1 qualification; they can begin with the level that best matches their current skills and knowledge.

The Functional Skills Qualifications in Mathematics at Entry Level are available for learners aged pre-16 and can therefore be taught in schools.

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Learning Outcomes

TQUK's Functional Skills Qualifications in Mathematics at Entry Level have been designed to support learners in progressively developing their skills. As they advance through each level, they are expected to be able to demonstrate greater proficiency. Learners will:

- become confident in their use of fundamental mathematical knowledge and skills including: using numbers and the number system, using common measures, shape and space, and handling information and data
- be able to demonstrate their understanding by applying their knowledge and skills to recognise simple mathematical problems and obtain solutions.

Learners should, with some direction and guidance, be able to apply these functional skills in familiar situations, in both informal and formal contexts.

Subject Content

The Department for Education (DfE) has specified the subject content which underpins all Functional Skills qualifications, including the learning aims and outcomes that learners must achieve.

For a full understanding of the subject content for the TQUK Functional Skills Qualifications in Mathematics at Entry Level, please refer to pages 17-22 in this document. Alternatively, the full document is available on the Government website.

Progression

Learners who achieve a Functional Skills Qualification at Entry Level 1 or 2 can progress to the next level in the suite. This structured pathway provides a foundation for learners to further develop their mathematics skills which they can apply in employment, education, or everyday life.

On successful completion of the Functional Skills Qualification in Mathematics at Entry Level 3, learners can advance to the TQUK Functional Skills Qualification in Mathematics at Level 1.

Structure

The TQUK Functional Skills Qualifications at Entry Level differ from the TQUK standard regulated qualifications as they do not contain individual, regulated units. To achieve a Functional Skills Qualification at Entry Level, learners must fulfil all of the requirements specified in the assessment strategy before the qualification certificate can be awarded.

Guided Learning Hours (GLH)

The GLH is made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

The GLH for each of our Entry Level Functional Skills qualifications is 55 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to total approximately five hours over the cycle of the programme.

Total Qualification Time (TQT)

The TQT is an estimate of the length of time a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

The TQT comprises the GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning activity (including the assessment) which takes place as directed by, but not under the supervision of, a lecturer, supervisor, or tutor.

The TQT for each Functional Skills Qualification in Mathematics at Entry Level is 60 hours.

Funding Information

The TQUK Functional Skills Qualification in Mathematics at Entry Level will be eligible for funding for 14-16, 16-18 and adult learner groups.

Qualification funding eligibility can be found on the Education and Skills Funding Agency (ESFA) funding hub[1].

Learners aged 16-19 on study programmes, all-age apprentices, and individuals aged 19 and above who have not previously attained a GCSE Grade A* to C or Grade 4 in English and Mathematics can be fully funded to take TQUK Functional Skills qualifications at Entry Level. Centres should ensure that they check the funding hub regularly for current and accurate information on funding eligibility.

Delivering the Qualifications

To offer any TQUK qualification, centres must be recognised by TQUK and meet the qualification approval criteria. Qualification approval must be confirmed before any assessment of learners takes place.

The TQUK centre recognition process requires a centre to have in place policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. The policies and procedures will also support a centre's quality systems.

[1] From the end of March 2025, the ESFA will be integrated into the DfE which may affect funding eligibility for specific qualifications. This Qualification Specification will be updated in line with current information as it becomes available.

Centres must seek approval for each qualification they wish to offer. The approval process requires centres to demonstrate they have the appropriate resources, including suitably qualified staff, to deliver, assess, and internally quality assure the qualification.

Centres that already deliver TQUK's Functional Skills Qualifications in Mathematics at Levels 1 and 2 will gain approval to deliver the Functional Skills Qualifications in Mathematics at Entry Level suite.

Qualification Documentation and Resources

TQUK provides a range of materials to support the delivery and assessment of the Functional Skills Qualifications in Mathematics at Entry Level. These are accessible via our website and portal for our approved centres.

The documentation includes:

- *Sample assessment materials*
- *Mark schemes*
- *TQUK Functional Skills Qualifications at Entry Level: Regulations for the Conduct of the Controlled Assessment*
- *Frequently Asked Questions.*

We have produced the *TQUK Functional Skills at Entry Level: Quality Assurance and Standardisation Guide* to support centre staff with marking and reviewing assessment decisions to ensure reliability and consistency across learners and centres.

TQUK has also devised training activities in the form of webinars to support assessors with their marking approach and the standardisation of learner responses across qualification levels and the level of learner performance.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

Each qualification is assessed by an externally-set, controlled assessment that is internally marked and subject to external quality assurance. Centres are responsible for delivering and marking all assessments for the Functional Skills Qualifications in Mathematics at Entry Level.

The assessments are paper-based and will be available for approved centres to download from our online portal. We will release **four** assessment papers for each entry level qualification at the beginning of the academic session. Information on how to access the controlled assessment materials is available on our website. Centres are responsible for administering and marking all assessments. Detailed guidance on the controlled environment is available in the *TQUK Functional Skills at Entry Level: Regulations for the Conduct of the Controlled Assessment.*

All subject content statements must be met for a learner to be awarded a pass mark and to fully achieve the qualification and be certificated. TQUK Functional Skills Qualifications at Entry Level are not graded.

Assessment structure

For each qualification, learners must achieve an overall pass mark in the single, summative controlled assessment. The assessment comprises two sections:

- Section A contains 25% of the total marks and comprises questions or tasks which must be completed by learners **without the use of, or access to**, a calculator.
- Section B contains 75% of the total marks and comprises questions or tasks for which learners are permitted to use a calculator.

The controlled assessment is externally set by TQUK, internally marked and quality assured by the centre, and externally quality assured by TQUK.

The assessment must be conducted in a controlled environment. Details of how assessments are conducted within a controlled environment can be found in the *TQUK Functional Skills at Entry Level: Regulations for the Conduct of the Controlled Assessment* document.

To maintain the security and validity of the assessment, centres must ensure that Section A (non-calculator) is distributed, completed in its entirety and collected before Section B (calculator) is issued.

Calculators must be collected from the learners before Section A begins. The calculators may only be returned to the learners after Section A has been completed and collected, and Section B is distributed.

The natural break between the administration of the controlled assessment to facilitate the collection of the completed work for Section A (non-calculator) and the distribution of Section B and learners' calculators is outside of the assessment time. Centres must ensure that the time taken to carry out these administrative tasks is not deducted from the assessment time.

For a list of the essential items learners will need to take with them to the controlled assessment, please

refer to Appendix 1 (page 23) in this document. This appendix also contains information about unauthorised materials and access to and the use of a calculator during the controlled assessment.

Learners will be awarded a combined total mark from both sections of the assessment and will be graded either pass or not achieved for the qualification. If a learner does not achieve a pass grade, they must retake both parts (Sections A and B).

Assessment Coverage, Weighting, and Components

In designing and setting the assessment components for the TQUK Functional Skills Qualifications in Mathematics at Entry Level, TQUK has committed to pre-standardised arrangements in terms of assessment coverage and weighting. Essentially, this involves identifying how many questions, items, or marks are allocated to a particular category. Each mark scheme we provide to centres will confirm the mark distribution, which is outlined below for reference purposes.

Assessment Components			
	Section A (non-calculator)	**Section B (calculator)**	**Total Mark and Time Allocation**
Entry 1	Duration: 20 minutes Marks: 6	Duration: 65 minutes Marks: 18	Duration: 85 minutes Marks: 24
Entry 2	Duration: 25 minutes Marks: 8	Duration: 70 minutes Marks: 24	Duration: 95 minutes Marks: 32
Entry 3	Duration: 30 minutes Marks: 10	Duration: 75 minutes Marks: 30	Duration: 105 minutes Marks: 40

The learner's overall mark is determined by combining the marks awarded across Sections A and B. The learner will achieve the qualification if the combined mark is equal to or above the pass mark TQUK sets for the assessment. A pass mark is not attributed to each section.

If the learner does not achieve a mark which is equal to or above the pass mark, they will be issued with a 'not achieved' result.

The Functional Skills Qualifications at Entry Level must provide an assessment of the learner's underpinning skills – defined as 'the ability to do maths when not as part of a problem' – as well as their ability to apply mathematical thinking to solve problems.

Resits

Learners are permitted to resit the assessment, with up to four attempts allowed per academic session, as TQUK will produce a maximum of four different assessment papers each year. Centres must manage resits in accordance with TQUK's delivery guidance. Centres should oversee resits within the annual allocation of paper-based assessments provided.

It is recommended that learners are given adequate time to improve in any identified areas before attempting a resit.

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Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information for all TQUK qualifications. The information should explain the qualification, the fee, the form of assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner who wishes to register on a TQUK Functional Skills Qualification at Entry Level undertakes an initial diagnostic assessment.

The initial assessment should be used to inform a teacher/tutor of the learner's current knowledge and/or skills to determine the most appropriate qualification level for the learner to align with their knowledge and skills. The initial assessment may also be used to identify any additional support requirements.

Identification/Authentication

The process of verifying a learner's identity is an important aspect of maintaining the integrity of the assessment process.

It is the centre's responsibility to confirm the identity of all learners as part of its registration process.

The following are examples that would be considered appropriate proof of a learner's identity:

- a signed UK photo card/driving licence
- a current and valid passport or identity card
- other photographic ID cards, such as a current employee identity card, student ID card, valid, travel card
- UK biometric residence permit.

The identification should also be used to authenticate the identity of the learner during all assessment activities.

Further information is provided in the *TQUK Functional Skills at Entry Level FAQs document.*

Centre Resources

The centre should have in place a delivery model which is aligned to the subject content, the Guided Learning Hours, and the Total Qualification Time for the qualification(s) being delivered, adapting the model where necessary to meet the needs of an individual learner or a cohort of learners.

All centres are required to have in place a safe and appropriate assessment environment for the conduct of the externally set and internally marked controlled assessments.

Teaching resources

All teaching materials and additional resources used to support the delivery of these qualifications must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and the wellbeing of their learners in line with their policies and procedures.

For further information regarding appropriate assessment materials, please refer to Appendix 1 in this document.

Reasonable Adjustments and Special Considerations Policy

Learners who require reasonable adjustments or special considerations should discuss their requirements with their tutors. Centres must seek approval from TQUK before any adjustments or considerations can be put in place.

For more information, please refer to *TQUK's Reasonable Adjustments and Special Considerations Policy*, or visit our website.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor and Internal Quality Assurer Requirements

All members of staff involved with the qualification (teaching or internal quality assurance) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- a higher-level qualification in the same subject area as the qualification approval request
- experience in the delivery/assessment/internal quality assurance of the qualification requested
- work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess, or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice
- V1 qualification (internal quality assurance of the assessment process)
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in 'Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment'.

Where centres have more than one IQA and/or deliver Functional Skills qualifications at Entry Level over more than one site, they should appoint a Lead Quality Assurer and consider the appointment of additional IQAs. Further information can be found in the *TQUK Functional Skills at Entry Level: Quality Assurance and Standardisation Guide.*

Internal Quality Assurance

Quality assurance refers to the processes used to review and maintain the quality of delivery and assessment within a centre. Centres are required to implement robust quality assurance policies to ensure that Functional Skills Qualifications at Entry Level are delivered and assessed fairly, accurately, consistently, and reliably. All quality assurance activities, including meetings, must be documented and made accessible to staff, as well as shared with the External Quality Assurer (EQA).

Standardisation

Standardisation is a process carried out by centre staff to ensure consistent, fair, and accurate marking practices across all tutors. It ensures that all learners are assessed uniformly and fairly against a standardised set of criteria. Standardisation must be conducted for each component and level to maintain fairness and consistency in the marking of Functional Skills Qualifications at Entry Level.

Assessment Sampling

A centre must develop an internal quality assurance sampling plan based on tutor risk. This structured approach should be used to monitor and verify assessment decisions, ensuring consistency across all tutors within the centre.

Further information can be found in the *TQUK Functional Skills at Entry Level: Quality Assurance and Standardisation Guide.*

External Quality Assurance

External quality assurance will be undertaken by TQUK to ensure that centres are complying with TQUK quality assurance requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

If you have any further questions, please contact the Quality team at quality@tquk.org

Useful Websites

- Office of Qualifications and Examinations Regulation
- Register of Regulated Qualifications

For further details regarding approval and funding eligibility please refer to the following websites:

- Education & Skills Funding Agency for public funding information for 14+ learners in England
- Learning Aim Reference Service (LARS)

Subject Content

Functional Skills in Mathematics at Entry Level 1

EL 1 - using numbers and the number system – whole numbers	
UN 1a	Read and write numbers up to 20.
UN 1b	Order and compare numbers up to 20.
UN 2	Use whole numbers to count up to 20 items including zero.
UN 3a	Add numbers which total up to 20.
UN 3b	Subtract numbers from numbers up to 20.
UN 4	Recognise and interpret the symbols +, – and = appropriately.
EL 1 - using common measures, shape and space	
UCM 5	Recognise coins and notes and write them in numbers with the correct symbols (£ and p), where these involve numbers up to 20.
UCM 6	Read 12-hour digital and analogue clocks in hours.
UCM 7a	Know the number of days in a week. Be able to name and sequence.
UCM 7b	Know the number of months, and seasons in a year. Be able to name and sequence.
UCM 8a	Describe and make comparisons in words between measures of items: size.
UCM 8b	Describe and make comparisons in words between measures of items: length, width and height.
UCM 8c	Describe and make comparisons in words between measures of items: weight.
UCM 8d	Describe and make comparisons in words between measures of items: capacity.
UCM 9	Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (including squares) and triangle.
UCM 10	Use everyday positional vocabulary to describe position and direction including left, right, in front, behind, under and above.
EL 1 - handling information and data	
HID 11	Read numerical information from lists.
HID 12	Sort and classify objects using a single criterion.
HID 13a	Read simple charts and diagrams including a tally chart, block diagram/graph.
HID 13b	Draw simple charts and diagrams including a tally chart, block diagram/graph.

Solving mathematical problems and decision making:

Entry Level 1 learners are expected to be able to use the knowledge and skills listed above to:

- recognise a simple mathematical problem
- obtain a solution.

A simple mathematical problem is one that requires working through one step or process.

At Entry Level 1, it is expected that learners will be able to address individual problems each of which draws on knowledge and/or skills from one mathematical content area:

- number and the number system
- common measures, shape and space

- information and data.

Learners who undertake a Functional Skills qualification at Entry Level 1 are expected to be able to:

- use given mathematical information
- recognise and use simple mathematical terms appropriate to Entry Level 1
- use the methods listed above to produce, check, and present results that make sense
- present appropriate explanations using:
  - numbers
  - measures
  - simple diagrams
  - simple charts
  - symbols.
- provide a simple explanation for those results.

The context for simple problems at this level should be familiar to all learners and easily described.

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Functional Skills in Mathematics at Entry Level 2

EL 2 - using numbers and the number system – whole numbers, fractions and decimals	
UN 1	Count reliably up to 100 items.
UN 2a	Read and write numbers up to 200.
UN 2b	Order and compare numbers up to 200.
UN 3	Recognise and sequence odd and even numbers up to 100.
UN 4	Recognise and interpret the symbols +, – , x, ÷ and = appropriately.
UN 5a	Add two-digit numbers.
UN 5b	Subtract two-digit numbers.
UN 6	Multiply whole numbers in the range 0 x 0 to 12 x 12 (times tables).
UN 7a	Know the number of hours in a day. Be able to name and sequence.
UN 7b	Know the number of weeks in a year. Be able to name and sequence.
UN 8a	Divide two-digit whole numbers by single-digit whole numbers.
UN 8b	Express remainders when dividing two-digit whole numbers by single-digit whole numbers.
UN 9	Approximate by rounding to the nearest 10, and use this rounded answer to check results.
UN 10a	Recognise simple fractions (halves, quarters and tenths) of whole numbers.
UN 10b	Recognise simple fractions (halves, quarters and tenths) of shapes.
UN 11	Read, write and use decimals to one decimal place.
EL 2 - using common measures, shape and space	
UCM 12	Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p).
UCM 13a	Read and record time in common date formats.
UCM 13b	Read time displayed on analogue clocks in hours, half-hours and quarter-hours.
UCM 13c	Understand hours from a 24-hour digital clock.
UCM 14	Use metric measures of length including millimetres, centimetres, metres, and kilometres.
UCM 15	Use measures of weight including grams and kilograms.
UCM 16	Use measures of capacity including millilitres and litres.
UCM 17	Read and compare positive temperatures.
UCM 18	Read and use simple scales to the nearest labelled division.
UCM 19a	Recognise and name 2-D shapes including pentagons and hexagons.
UCM 19b	Recognise and name 3-D shapes including cylinders, cuboids, pyramids and spheres.
UCM 20a	Describe the properties of common 2-D shapes including numbers of sides, corners, edges, faces and angles.
UCM 20b	Describe the properties of common 3-D shapes including numbers of sides, corners, edges, faces, angles and base.
UCM 21	Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards.
EL2 - handling information and data	
HID 22	Extract information from lists, tables, diagrams and bar charts.
HID 23	Make numerical comparisons from bar charts.

HID 24	Sort and classify objects using two criteria.
HID 25	Take information from one format and represent the information in another format including use of bar charts.

Solving mathematical problems and decision making:

Entry Level 2 learners are expected to be able to use the knowledge and skills listed above to:

- recognise a simple mathematical problem
- obtain a solution.

A simple mathematical problem is one which requires working through one step or process.

At Entry Level 2, it is expected that learners will be able to address individual problems each of which draws on knowledge and/or skills from one mathematical content area:

- number and the number system
- common measures, shape, and space
- information and data.

Entry Level 2 learners are expected to be able to:

- use given mathematical information and methods including:
    - numbers
    - symbols
    - simple diagrams
    - simple charts.
- recognise, understand, and use simple mathematical terms appropriate to Entry Level 2
- use the methods set out in the subject content section to produce, check and present results that make sense
- present explanations using, as appropriate to Entry Level 2:
    - numbers
    - measures
    - simple diagrams
    - simple charts
    - symbols.

The context for simple problems at this level should be familiar to all learners and easily described.

Functional Skills in Mathematics at Entry Level 3

EL 3 - using numbers and the number system – whole numbers, fractions and decimals	
UN 1a	Count, read and write numbers up to 1000.
UN 1b	Order and compare numbers up to 1000.
UN 2a	Add using three-digit whole numbers.
UN 2b	Subtract using three-digit whole numbers.
UN 3a	Divide three-digit whole numbers by single-digit and double-digit whole numbers.
UN 3b	Divide three-digit whole numbers by single-digit and double-digit whole numbers, and express remainders.
UN 4a	Multiply two-digit whole numbers by single-digit whole numbers.
UN 4b	Multiply two-digit whole numbers by double-digit whole numbers.
UN 5a	Approximate by rounding numbers less than 1000 to the nearest 10 and use this rounded answer to check results.
UN 5b	Approximate by rounding numbers less than 1000 to the nearest 100 and use this rounded answer to check results.
UN 6	Recognise and continue linear sequences of numbers up to 100.
UN 7	Read, write and understand thirds, quarters, fifths, and tenths including equivalent forms.
UN 8	Read, write and use decimals up to two decimal places.
UN 9	Recognise and continue sequences that involve decimals.
EL 3 - using common measures, shape and space	
UCM 10	Calculate with money using decimal notation and express money correctly in writing in pounds and pence.
UCM 11	Round amounts of money to the nearest £1 or 10p.
UCM 12a	Read time using am and pm.
UCM 12b	Measure and record time using am and pm.
UCM 13a	Read time from analogue in hours and minutes.
UCM 13b	Read time from 24-hour digital clocks in hours and minutes.
UCM 14	Use and compare measures of length, capacity, weight, and temperature using metric or imperial units to the nearest labelled or unlabelled division.
UCM 15	Compare metric measures of length including millimetres, centimetres, metres, and kilometres.
UCM 16	Compare measures of weight including grams and kilograms.
UCM 17	Compare measures of capacity including millilitres and litres.
UCM 18	Use a suitable instrument to measure mass and length.
UCM 19a	Sort 2-D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles.
UCM 19b	Sort 3-D shapes using properties including lines of symmetry, length, right angles.
UCM 20	Use appropriate positional vocabulary to describe position and direction including eight compass points and including, full/half/quarter turns.
EL 3 - handling information and data	
HID 21	Extract information from lists, tables, diagrams, and charts and create frequency tables.
HID 22	Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs.

HID 23	Organise and represent information in appropriate ways including tables, diagrams, simple line graphs, and bar charts.

Solving mathematical problems and decision-making:

Entry Level 3 learners are expected to be able to use the knowledge and skills listed above to:

- recognise a simple mathematical problem
- obtain a solution.

A simple problem is one that requires working through one step or process.

At Entry Level 3, it is expected that learners will be able to address individual problems each of which draws upon knowledge and/or skills from one mathematical content area:

- number and the number system
- common measures, shape, and space
- information and data.

Entry Level 3 learners are expected to be able to:

- use given mathematical information including:
  - numbers
  - symbols
  - simple diagrams
  - simple charts.
- recognise, understand and use simple mathematical terms appropriate to Entry Level 3
- use the methods set out in the subject content section to produce, check, and present results that make sense to an appropriate level of accuracy
- present results with appropriate and reasoned explanation using, as appropriate to Entry Level 3:
  - numbers
  - measures
  - simple diagrams
  - simple charts
  - symbols.

The context for simple problems at this level should be familiar to all learners.

Appendices

Appendix 1: Assessment Materials

For Section A of the controlled assessment, learners are **not permitted** to use a calculator.

For Section B of the controlled assessment, learners may use a **basic, non-scientific calculator**.

Learners will be required to bring with them standard mathematical equipment including:

- pen and pencil
- eraser
- ruler (30cm)
- protractor
- compass
- basic, non-scientific calculator (for use in Section B only).

Learners must not bring any other equipment with them to the controlled assessment environment unless approved through a reasonable adjustment request.

However, TQUK cannot guarantee that all listed items will be required for each assessment. For example, assessment papers may not always require the use of a protractor.

Calculators

Learners must bring into the controlled assessment (for use in Section B only) a basic, non-scientific calculator.

To avoid any confusion and unnecessary burden on the learner, the requirements for the calculator are outlined below.

Calculators must be:

- of a size suitable for use on a desk
- either battery or solar-powered
- free of lids, cases and covers containing printed instructions or formulae
- a standalone item, not a calculator function of another device such as a smartphone or tablet.

Calculators must not be designed or adapted to offer any of the following capabilities:

- language translator
- allow communication with other machines or the internet
- be shared with another candidate during the assessment
- have retrievable, information stored in them to include:
    - databanks
    - dictionaries
    - mathematical formulae
    - text.

Centres should make learners aware of calculator requirements as early as possible in the teaching programme and ensure all learners are aware of the following:

- they are responsible for providing the calculator
- they are responsible for the calculator's power supply
- they are responsible for ensuring the calculator is in working order
- no data or information may be stored in the calculator.

Guidance for calculator use during the controlled assessment

Access to calculators during the controlled assessment must be strictly monitored by the invigilators.

Before Section A (non-calculator):

- invigilators must collect all calculators from the learners
- the calculators must be securely stored in the assessment room
- learners must not have access to the calculators during the completion of Section A.

Transition to Section B (calculator):

- once Section A is completed, invigilators must collect the completed examination papers from the learners
- invigilators are responsible for returning the calculators to the learners
- once the calculators have been returned, Section B can be distributed.

Completion of Section B:

- when Section B is completed, invigilators must collect Section B
- invigilators are responsible for collating Sections A and B for each learner
- invigilators must ensure that both Sections are correctly matched to the same learner.