

# Qualification Specification

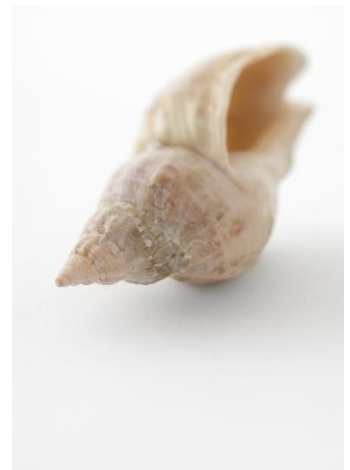
## **NOCN Functional Skills Qualification in mathematics at Entry 1 Entry 2 Entry 3**

**Entry 1**  
Qualification Approval No. 500/8466/5

**Entry 2**  
Qualification Approval No. 500/9335/6

**Entry 3**  
Qualification Approval No. 501/0834/7

**Version 7 February 2014**



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## **Introduction**

NOCN has been providing a qualification and accreditation service to providers across the UK for over 25 years and is justifiably proud of its reputation as, "...a provider of fully accessible, trusted and flexible qualification and accreditation services".

Over the years, NOCN has worked effectively with centres for the benefit of learners across the country, with a mutual interest in providing a continuously improving service. NOCN, whilst retaining all the advantages of being a national body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities.

This document details the qualification specification and provides guidance to the training provider on assessment criteria and evidence requirements.

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## **1. About the Functional Skills qualifications**

### **Introduction to Functional Skills**

Functional Skills are practical skills in English, mathematics and Information and Communication Technology (ICT). They are defined as:

....practical skills in English, mathematics and Information and Communication Technology (ICT) that allow individuals to operate confidently, effectively and independently in everyday life, including in the workplace.<sup>1</sup>

### **Development of Functional Skills**

Following the *14-19 Education and Skills White Paper* (February 2005) and the *Skills White Paper* (March 2005), the DfES gave QCDA a remit to develop Functional Skills in English, mathematics and ICT.

Employers and educators have identified these skills as vital for enabling young people and adults to have the practical skills to succeed in further learning, employment and life in modern society.

In 2006 the FE Reform White Paper: *Raising Skills, Improving Life Chances* built on the existing *14-19 Education and Skills White Paper* and the *Skills Strategy* to set out a series of reforms which will raise skills and qualification levels for young people and adults to world standards.

These reforms, including the introduction of Functional Skills qualifications, will all contribute to addressing the skills shortages identified in the 2006 Leitch Review of Skills: *Prosperity for all in the global economy – world class skills*. The Government response to this is included in *World Class Skills: Implementing the Leitch Review of Skills in England*.

To ensure that Functional Skills are readily accessible to the full range of learners, they will be available as an integral part of the new Diplomas, Foundation Learning and Apprenticeships.

The qualifications have been designed to be suitable, therefore, for a wide range of candidates, from young people involved in GCSEs in schools to adults involved in learning programmes to help them find and progress in work.

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<sup>1</sup> QCDA <http://webarchive.nationalarchives.gov.uk/+http://www.ofqual.gov.uk/68.aspx>

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## **Functional Skills Criteria**

Working with a wide range of partners, QCDA produced final versions of the Functional Skills criteria. These were published in November 2009. Functional Skills criteria are available for English, mathematics and ICT at Entry 1, Entry 2, Entry 3, Level 1 and Level 2. The criteria determine the knowledge and skills proficiency required by learners at each level.

The Functional Skills criteria are designed to provide a framework for assessment and to be sufficiently flexible to be interpreted in a variety of contexts, for example in school and workplace settings, and by a range of users.

This criteria has since been updated by Ofqual and can be found on their website [www.ofqual.gov.uk/qualifications-assessments](http://www.ofqual.gov.uk/qualifications-assessments).

## **Functional Skills Assessments**

Functional Skills assessments are based primarily on task-based scenario questions with a limited duration. The qualifications at each sub-level of Entry Level are internally assessed under controlled assessment conditions through a single component assessment consisting of a number of short tasks. The assessments will use and reinforce skills-based, problem-solving learning techniques. Assessment opportunities will be offered throughout the year, on demand so that learners may access the assessments when their tutors feel they are ready. Learners may complete the assessments task by task with short breaks in between, provided that the short assessment sessions do not total more than the permitted duration of the assessment and that learners cannot access the assessments or further teaching between the sessions.

Centres may download the assessments from the secure Functional Skills section of the NOCN website ([www.nocn.org.uk](http://www.nocn.org.uk)). Centres should contact [functionalskills@nocn.org.uk](mailto:functionalskills@nocn.org.uk) if they do not have a Functional Skills login for the site. The assessments may be contextualised by the centre using the guidance on the assessment mark sheet. A copy of the contextualised assessment should be made available to NOCN or the regional external verifier on request. If a centre decides to design a totally new assessment, they should submit it to NOCN at least 15 working days before the planned use of the assessment with learners to allow the assessment to be standardised in the same way as other NOCN devised assessments. When NOCN is satisfied that the assessment meets the criteria, the centre will receive confirmation that it approved. The centre must give permission for the assessment to be added to the assessment bank available to all other centres.

A minimum of 10% of assessments at Entry 1 must be observed by an experienced internal verifier and a written record made of the observation. An exemplar Observation of Internal Assessment Record Sheet may be found in Appendix 2 which identifies the minimum information required, but centres may develop their own recording sheet as long as it captures the minimum information required by NOCN. Once the assessment records are completed by the assessor, the centre should complete an internal verification sample of the documents.

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An external verifier will visit the centre to check the quality of the assessment and verification systems. See section 7 for further details of quality systems.

The NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 qualifications comprise of one single summative assessment which focuses on the three interrelated skill areas of representing, analysing and interpreting information. The assessments contain a number of tasks which cover the whole of the criteria and sample from the coverage and range statements at this level, and also sampling from the range of contexts. 30-40% of marks are allocated to representing, 30-40% of marks are allocated to analysing and 30-40% of marks are allocated to interpreting information. All assessments, regardless of the sample, will cover number, geometry and statistics tasks. Each assessment will cover a minimum of 60% of the coverage and range statements and across four different assessments, the whole of the coverage and range statements will be evidenced at least once.

Entry 1 and Entry 2 assessments are one hour in duration. Entry 3 assessments are one and a half hours in duration.

All tasks must be completed. All assessments are internally assessed and centres may use either the NOCN devised assessment or contextualise the assessment in line with the guidance in the assessment mark scheme. Each assessment has detailed guidelines which outlines how the assessment must administered and the level and type of support available to the learners and a detailed mark scheme identifies how marks should be allocated by assessors.

## 2. NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3

### Aims and Objectives of the Qualifications

The term *functional* should be considered in the broad sense of providing learners with the skills and abilities they need to take an active and responsible role in their communities, in their workplace and in educational settings. It requires learners to be able to communicate in ways that make them effective and involved as citizens, operate confidently and to convey their ideas and opinions clearly in a wide range of contexts.

The Functional Skills criteria in mathematics aim to equip learners with the skills and confidence to apply, combine and adapt their mathematics knowledge and problem solving skills to new situations in their life and work in a range of contexts and for various purposes.

The aim of the Functional Skills in mathematics qualifications are therefore to equip learners with the skills and confidence to apply, combine and adapt their mathematics knowledge to new situations in their life and work. It is concerned with developing and recognising the ability of learners to apply and transfer skills in ways that are appropriate to their situation. The assessments therefore focus on functionality and the application of skills as articulated by the Functional Skills criteria in mathematics.

The NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 qualifications are designed to assess Functional Skills in mathematics at each sub-level of Entry Level as determined by the Functional Skills criteria. The qualifications require learners to successfully achieve summative assessment tasks that are externally set. Candidates can take these when they have undergone a relevant teaching and learning programme that covers the functional mathematics criteria in their entirety at the relevant sub-level of Entry Level and have developed the appropriate skills ready for assessment.

### Subject Matter and Content of the Qualifications

To achieve the NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 qualifications learners would be expected to:

- Apply their knowledge and understanding to identify the mathematical approaches required to produce an appropriate solution to practical problems (**complexity**).
- Apply a range of mathematical techniques across an increasingly wide range of situations and contexts to generate successful outcomes (**technical demand**).
- Use mathematical skills with increasing levels of independence, drawing on a range of approaches to obtain answers to problems (**independence**).
- Apply their knowledge, skills and understanding within familiar contexts (**familiarity**).

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There are no units of assessment within the Functional Skills qualifications, which are achieved by successful completion of externally set summative assessments. All learners must complete some element of the assessment and cannot, therefore, be exempt from the entire assessment for a qualification. There can be no exemptions from Functional Skills ICT and mathematics as these are integrated, single component qualifications.

Administrative guidance may be found in the Centre Guidance for Functional Skills document.

Assessments focus on functional real-life situations. They assess the effective application of mathematical skills in purposeful familiar contexts and straightforward scenarios at each sub-level of mathematics. They assess how learners approach familiar tasks in a range of contexts and straightforward situations, using a range of techniques to identify solutions to practical problems. Assessments are developed around a broad theme, for example, Getting Fit.

### **Guided Learning Hours**

The total recommended guided learning hours for all qualifications are 45 hours.

Guided Learning Hours (GLH) are a guide to the amount of teacher-supervised or directed study time a learner will need to complete the learning needed for a qualification. NOCN recognises that every learner is different and the actual time taken may vary beyond the maximum and minimum shown.

Training providers not reliant on public funding measured by glh may find them a useful guide to the recommended length of a programme of study. The learning hours can be divided in any way, for example, a 20 glh hour programme could be delivered in 2 hours a week for 10 weeks or 8 hours a day for 3 days, depending on the course and learners.

### **Relationship with National Criteria**

The NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 are qualifications related to the Functional Skills criteria: mathematics November 2009 developed by QCDA. They assess understanding and skills development that underpins functional competence in mathematics as identified in these criteria. The Functional Skills criteria for mathematics Entry Level 1, 2 and 3 can be found in Appendix 1.

### **Language Requirements**

The Functional Skills qualifications are only available in England and therefore these qualifications are only available in English.



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## **Progression Opportunities**

NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 enable progression to further learning, employment, and learning and development opportunities within employment.

Functional Skills qualifications are designed from Entry 1 to Level 2 to ensure clear progression pathways and personal development opportunities. The levels comply with the level descriptors for positioning units within the Qualifications and Credit Framework (QCF). This will ensure that learner achievement is clearly understood by both the learner and audiences outside of the education environment.

The NOCN Functional Skills qualification in mathematics at Entry 1 and Entry 2 allows learners to progress to:

- higher levels of Entry Functional Skills mathematics qualifications;
- further study for vocational, vocational-related or general qualifications at Entry Level or Level 1 (for example, Level 1 NVQs or Level 1 Diplomas).

After successfully achieving the NOCN Functional Skills qualification in mathematics at Entry 3 learners may be able to progress to:

- Level 1 Functional Skills mathematics;
- further study for vocational, vocational-related or general qualifications at Entry Level or Level 1 (for example, Level 1 NVQs or Level 1 Diplomas).

The NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 will support study in the full range of subjects and sectors.

### **3. Who are the qualifications for**

**There are no age restrictions for these qualifications.**

Functional Skills are vital to the personal development of all learners.

These qualifications are suitable for a wide range of candidates including:

- adults involved in learning programmes to prepare them for work;
- adults in work to provide progression opportunities;
- young people involved in GCSEs in schools;
- those involved in Diplomas, Foundation Learning and Apprenticeships.

These new qualifications are assessed primarily through tasks, rather than traditional knowledge-based tests, helping learners to enhance and apply their problem solving skills effectively.

Adults and young people will develop vital problem-solving skills, ensuring that they are well equipped for success in employment, further learning and life.

Employers will also benefit as Functional Skills qualifications will help to ensure that employees are able to apply fundamental problem-solving skills in work situations, improving effectiveness and productivity.

#### **Functional Skills Assessments**

Functional Skills assessments are designed:

- As summative assessments, for example they can be used when the learner is ready for assessment, that is, they have developed the appropriate skills through a teaching and learning programme. This should cover the Functional Skills criteria in their entirety at the relevant sub-level of Entry Level.
- To assess the whole of the Functional Skills criteria and a sample of the coverage and range statements.
- To assess confident and competent use of the three interrelated skills of representing, analysing and interpreting information.

The assessments will be externally developed by NOCN and will be designed as assessment tasks based on 'real life' contexts. Contexts may be based on for example:

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

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All assessments at Entry 1, Entry 2 and Entry 3 are internally assessed and externally verified and the assessments should take place under controlled conditions. These assessments are downloaded from [www.nocn.org.uk](http://www.nocn.org.uk) with a secure Functional Skills login and may be contextualised by the centre in line with the guidance available on the assessment mark sheet or centres may use the NOCN devised assessments. Further guidance on the controlled assessment may be found in the Centre Guidance for Functional Skills document, within the assessment mark sheet or in section 1 of this qualification specification.

### **Restrictions on Learner Entry**

There are no restrictions on learner entry to these qualifications. However learners should have undertaken relevant initial assessments to ensure that they are following an appropriate learning programme leading to the summative assessment.

### **Recommended Prior Learning**

There is no recommended prior knowledge, attainment or experience needed by learners wishing to enrol on these qualifications.

### **Learners with Particular Requirements**

Assessment within the NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 is designed to be accessible and inclusive. The assessment methodology is appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should refer to the 'Access to Fair Assessment Policy and Procedure' which can be found in the NOCN Centre Handbook area of the NOCN website within the Learning Providers section.

This section gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without comprising the achievement of the assessment criteria.

The NOCN Centre Recognition process requires policy statements on Equal Opportunities and Diversity and Disability Discrimination. These policy statements are then checked and confirmed through the Quality Review and Risk Assessment processes.

In addition, the Functional Skills mathematics criteria outline additional support which may be made available to the learners (see the next page for details).

In completing assessment leading to Functional Skills in mathematics qualifications, learners can have access to all forms of equipment, software and assistance (for example scribe, reader) that constitute their normal way of working, provided that these do not affect the reliability or validity of assessment outcomes or give the learner an assessment advantage over other learners undertaking the same or similar assessments.

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The Functional Skills qualifications criteria require awarding organisations to develop assessment materials that anticipate the needs of disabled learners and which minimise, as far as possible, the need to make reasonable adjustments or exemptions whilst still assessing the skills criteria.

**Does the assessment allow the use of these access arrangements?**

Access arrangements	Yes/No	Type of assessment
Readers	Yes	
Scribes	Yes	
Practical Assistants	Yes	
Word processors	Yes	
Transcripts	Yes	
BSL interpreters	Yes	
Oral language modifiers	Yes	
Modified question papers (including Braille)	Yes	
Extra Time	Yes	
Models, visual/tactile aids, speaking scales	Yes	

For full details of access arrangements and reasonable adjustments for Functional Skills mathematics qualifications, please see the Joint Council for Qualifications (JCQ) publication 'Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational Qualifications'.

## **4. Achieving the qualifications**

There is no requirement for unit achievement. Learners will undergo appropriate teaching and learning programmes as would normally be delivered by centres. Curriculum teaching and learning must cover the Functional Skills criteria for mathematics in their entirety at Entry 1, Entry 2 or Entry 3. Learners can take the summative assessment for the qualifications when they have developed the appropriate skills and are ready for assessment.

The summative assessment consists of externally set assessment tasks that assess the whole of the skill criteria and the underpinning coverage and range. Sample assessments and detailed mark schemes, which are mapped to the Functional Skills criteria for mathematics, are available on the NOCN website in the Learning Providers section under Functional Skills.

The assessment tasks must be taken under controlled conditions. The duration of the assessments will be one hour for Entry 1 and Entry 2 and one and a half hours at Entry 3. The assessments may take place in the classroom but the learners should not be disadvantaged by the environment.

### **Assessment Conditions and Procedures**

Full guidance on the administrative procedures may be found within the Centre Guidance for Functional Skills.

It is intended that learners will take assessments for the qualifications 'on demand' when they are ready.

All assessments are internally assessed.

Centres may download the assessments from the secure Functional Skills section of the NOCN website [www.nocn.org.uk](http://www.nocn.org.uk). Centres should contact [functionalskills@nocn.org.uk](mailto:functionalskills@nocn.org.uk) if they do not have a Functional Skills login for the site. The assessments may be contextualised by the centre using the guidance on the assessment mark sheet. A copy of the contextualised assessment should be made available to NOCN or the regional external verifier on request. Centres should use the NOCN devised mark scheme wherever possible and amend as required to meet the requirements of the task.

Where a centre wishes to write their own totally new assessments, these must be submitted to NOCN for standardisation in line with all other NOCN devised assessments a minimum of 15 working days before the planned assessment date with learners. NOCN will confirm to the centre that the assessment is approved and the assessment will form part of the live assessment bank available to all centres. Full details of the standardisation process may be found in the NOCN Administrative Guidance for Functional Skills which is available from [functionalskills@nocn.org.uk](mailto:functionalskills@nocn.org.uk). The assessments are internally marked and internally verified.

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A minimum of 10% of Entry 1 assessments must be observed by an experienced internal verifier and a written record made of the observation. An exemplar Observation of Internal Assessment Record Sheet may be found in Appendix 2 which identifies the minimum information required, but centres may develop their own recording sheet as long as it captures the minimum information required by NOCN. Once the assessment records are completed by the assessor, the centre should complete an internal verification sample of the assessment documents.

### **Embedding Functional Skills Assessments**

The qualifications can be delivered on a standalone basis or embedded into vocational/other qualifications.

The Functional Skills Entry 1, Entry 2 and Entry 3 mathematics assessment is delivered as a qualification at a stage when the learner has developed the appropriate skills following a relevant teaching and learning programme. The assessment could therefore be used alongside other provision. For example, learners working towards the NOCN Qualifications in Progression could undertake the Functional Skills Entry 1, Entry 2 and Entry 3 mathematics assessment at any point appropriate for the learner in order to provide evidence of achievement in mathematics skills.

Embedded teaching and learning combines the development of literacy, language and numeracy with vocational, ICT or other skills. Using this approach, learners have the opportunity to achieve a NOCN Functional Skills qualification in mathematics at Entry 1, Entry 2 and Entry 3 qualification as well as the vocational/other qualification.

## **5. How the qualifications will be assessed**

The qualifications are awarded to learners who successfully achieve the summative task-based assessment as per the qualification specification, indicated in section 4. Achieving the qualifications.

### **Assessment**

Achievement of the qualifications is through successful completion of a single component task-based assessment which is:

- externally set by NOCN and may be internally contextualised by the centre;
- internally marked by centre;
- externally verified by NOCN.

NOCN will be required to retain completed assessments for NOCN standardisation and question analysis activity. These will also be subject to national Awarding Organisations' standardisation activities to inform ongoing developing of assessment materials during the pilot.

### **Assessment Design**

Mark schemes specify how the assessments may be contextualised by the centres to meet the needs of their learners without altering the level of the assessment. Tasks, whether NOCN or centre devised, will be replaced annually.

#### Entry 1

Although there is an assessment paper, the level of tutor mediation is such that there are minimal requirements for learners to record answers on the paper. Tutors may read questions to the learner and record responses on the assessment mark sheet, whilst the learner will complete very simple mark making responses on the assessment paper. The language used on the assessment paper is clear and straightforward. Learners may use calculators.

The assessments cover the whole of the Entry 1 Functional Skills mathematics criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

No pre-release material is used. Learners must complete the assessment in one hour.

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Assessments are 75% open response assessments and allow demonstration of all the process skills. Assessments will cover using number, geometry and statistics within functional contexts.

Mark schemes clearly indicate how marks are allocated for each of the process skills: representing, analysing and interpreting.

### Entry 2

Tutors may read questions to the learner but learners should record responses on the assessment paper. The mark scheme clearly identifies the amount of tutor mediation allowed at this level. Realia and practical approaches may be used where this is seen to be relevant to the learner. The language used on the assessment paper is clear and straightforward. Learners may use calculators.

The assessments cover the whole of the Entry 2 Functional Skills mathematics criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered across the series of papers which are available for one year before being replaced with a new series. Each individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

No pre-release material is used. Learners must complete the assessment in one hour.

Assessments are 75% open response assessments and allow demonstration of all the process skills. Assessments will cover using number, geometry and statistics within functional contexts.

Mark schemes clearly indicate how marks are allocated for each of the process skills: representing, analysing and interpreting.

### Entry 3

Tutors may read questions to the learner but learners should record responses on the assessment paper. The mark scheme clearly identifies the amount of tutor mediation allowed at this level. Realia and practical approaches may be used where this is seen to be relevant to the learner. The language used on the assessment paper is clear and straightforward. Learners may use calculators.

The assessments cover the whole of the Entry 3 Functional Skills mathematics criteria and a sample of coverage and range statements. They sample from the range of contexts identified for the level. The mark scheme specifies the performance evidence that is necessary to achieve the full range of marks. The assessment papers indicate how many marks are available for each task. The whole of the coverage and range statements will be covered across the series of papers which are available for one year before being replaced with a new series. Each



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individual assessment paper will cover a minimum of 60% of the coverage and range statements. This will be tracked on a summary Sampling Grid.

No pre-release material is used. Learners must complete the assessment in one and a half hours.

Assessments are 75% open response assessments and allow demonstration of all the process skills. Assessments will cover using number, geometry and statistics within functional contexts.

Mark schemes clearly indicate how marks are allocated for each of the process skills: representing, analysing and interpreting.

### **Marking Tasks**

All assessments are internally assessed using the NOCN assessment mark sheet. 10% of the Entry 1 assessments must be observed by an internal verifier and a written record produced. (See Appendix 2 for an exemplar record sheet). See section 4 for further guidance on marking these assessments.

### **Summative/Externally Set Assessment**

All assessments are internally marked using an NOCN mark sheet although the NOCN devised assessment may be contextualised by the centre in line with the guidance on the mark sheet.

### **Assessment Summary**

To achieve the qualifications the learner must pass the assessment at the appropriate sub-level of mathematics.

### **Certification**

At the external verification visit, a Recommendation for the Award of Credit form will be signed by the external verifier to allow certification of the qualification.

No exemption is allowed for Functional Skills mathematics; learners must pass the assessment of Functional Skills mathematics at one of the sub-levels of Entry Level to be awarded the qualification. The qualification certificate will show the level achieved.

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## **6. Offering the qualification**

### **Recognised Centres**

If you are already recognised to offer NOCN qualifications and would like more information contact: [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk).

If you are ready to add the qualification to your curriculum offer, please log in to the NOCN website, under Centres/Processes and Documents, and complete the 'Additional Qualification Approval Request Form,' which can then be returned to [business-enquiries@nocn.org.uk](mailto:business-enquiries@nocn.org.uk) for the attention of your Account and Sector Manager.

### **New Centres**

If you are interested in offering NOCN qualifications but not currently working with NOCN, you will need to be recognised as an NOCN approved centre. This process includes:

- Confirmation that your organisation has an adequate infrastructure in place to support the effective delivery of NOCN qualifications
- An agreement signed by the principal authority in the organisation confirming adherence to the specified terms and conditions. This safeguards the quality assurance standards, in relation the delivery and assessment process.

If you would like more information about becoming an NOCN centre and offering this qualification please see 'New centres' under the 'Centres' section on our website [www.nocn.org.uk](http://www.nocn.org.uk) or contact [compliance@nocn.org.uk](mailto:compliance@nocn.org.uk).

Full details of all NOCN requirements are provided in Recognised Centre Handbook on the NOCN website at [www.nocn.org.uk](http://www.nocn.org.uk). Additional information may be found in the Centre Guidance for Functional Skills document which is available from NOCN.

A dedicated NOCN Functional Skills email address is available for all assessment queries: [functionalskills@nocn.org.uk](mailto:functionalskills@nocn.org.uk).

## **7. How are the qualifications quality assured**

### **7.1 General Information**

All providers wishing to deliver these qualifications will need to demonstrate the ability to manage and deliver the assessments, including adherence to quality assurance and assessment regulations.

NOCN will provide guidance and give support in enabling you to deliver the qualification.

All assessments are internally assessed.

### **Direct Claims Status (DCS) and Approved Lead Assessors (ALA)**

If a centre already has an approved internal verifier (AIV) for Sector 14, this person will not automatically be able to sign off Recommendation for Award of Credit (RAC) forms for Functional Skills. The centre may still attain Direct Claims Status (DCS) through the process outlined here. The following process replaces the AIVs process on Page 24 of the Centre Handbook.

### **Entry Level**

Centres may have DCS for all Entry Level provision after two clear external verification visits. However, even when DCS has been attained, all assessments must be retained until after the next external verification visit and then sent to NOCN for monitoring and standardisation purposes. External verifiers must see a current curriculum vitae (CV) for all assessors and internal verifiers for the Functional Skills qualifications and will sign them before confirming in their report to the centre that they are satisfied that both the skills and experience on the CV and the assessment and verification of assessments meet the required standard and show good practice. External verifiers will recommend that the centre is approved for DCS for Functional Skills on their second report and will recommend which internal verifiers are now ALAs. ALAs will normally be approved for specific subject areas and levels. These ALAs will be able to sign off specific RACs for Entry Level provision and the RACs for Level 1 and 2 speaking, listening and communication.

**Assessors should have**, or be working towards teaching qualifications and should have evidence of relevant Continuous Professional Development in Functional Skills. When LLUK has issued guidance on the qualifications a Functional Skills assessor should hold, NOCN will apply this criteria to the approval process. CVs for new assessors will be checked at the next external verification visit.

**To become an ALA for Functional Skills**, an internal verifier has to provide the external verifier with a current CV showing a minimum of two years' experience in Skills for Life or Key Skills or Functional Skills delivery and assessment plus a relevant teaching qualification. It is also desirable that the ALA has experience of internal verification in Skills for Life, Functional

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Skills or Key Skills qualifications. In addition the ALA must evidence recent Continuous Professional Development in Functional Skills. When LLUK has issued guidance on qualifications required to deliver and assess Functional Skills, this will become an additional requirement.

The ALA **will not** be required to complete the NOCN Approved Internal Verifier (AIV) training.

The centre must send at least one ALA to NOCN Functional Skills training on a yearly basis which should then be cascaded in the centre. The training will be available at a number of venues throughout the country.

### **Withdrawal of Direct Claims Status (DCS) and Approved Lead Assessors (ALA)**

Where there is evidence that the required standards have not been met, NOCN may decide to withdraw DCS and/or the approved status of an individual ALA.

## **7.2 Standardisation**

Standardisation is a process that promotes consistency in the understanding and application of standards, as it:

- establishes statements on the standard of evidence required to meet the assessment criteria for the units in NOCN qualifications
- makes recommendations on assessment practice
- produces advice and guidance for the assessment of units
- identifies good practice in assessment.

It is a requirement of the Centre Recognition Process that each Centre offering the units from the qualification must contribute assessment materials and learners' evidence for NOCN standardisation if requested.

NOCN will notify Centres of the required sample for standardisation purposes. Assessment materials, learners' evidence and tutor feedback will be collected by External Verifiers on behalf of NOCN.

Outcomes from standardisation will be available to Centres through NOCN.

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## **APPENDIX 1**

### **FUNCTIONAL SKILLS CRITERIA: MATHEMATICS**

**ENTRY 1 MATHEMATICS CRITERIA**

<b>Functional Skills Performance</b>	<b>Functional Skills Coverage and Range</b>
<p><b><u>Representing 30-40%</u></b>            Understand simple mathematical information in familiar contexts and situations.</p> <p><b><u>Analysing 30-40%</u></b>            Use mathematics to obtain answers to simple given practical problems that are clear and routine.</p> <p>Generate results that make sense for a specified task.</p> <p><b><u>Interpreting 30-40%</u></b>            Provide solutions to simple given practical problems in familiar contexts and situations.</p>	<ul style="list-style-type: none"> <li>• Understand and use numbers with one significant figure in practical contexts.</li> <li>• Describe the properties of size and measure including length, width, height and weight, and make simple comparisons.</li> <li>• Describe position.</li> <li>• Recognise and select coins and notes.</li> <li>• Recognise and name common 2D and 3D shapes.</li> <li>• Sort and classify objects using a single criterion.</li> </ul>

**ENTRY 2 MATHEMATICS CRITERIA**

<b>Functional Skills Performance</b>	<b>Functional Skills Coverage and Range</b>
<p><b><u>Representing 30-40%</u></b>            Understand simple practical problems in familiar contexts and situations.</p> <p>Select basic mathematics to obtain answers.</p> <p><b><u>Analysing 30-40%</u></b>            Use basic mathematics to obtain answers to simple given practical problems that are clear and routine.</p> <p>Generate results to a given level of accuracy.</p> <p>Use given checking procedures.</p> <p><b><u>Interpreting 30-40%</u></b>            Describe solutions to simple given practical problems in familiar contexts and situations.</p>	<ul style="list-style-type: none"> <li>• Understand and use whole numbers with up to two significant figures.</li> <li>• Understand and use addition/subtraction in practical situations.</li> <li>• Use doubling and halving in practical situations.</li> <li>• Recognise and use familiar measures including time and money.</li> <li>• Recognise sequences of numbers including odd and even numbers.</li> <li>• Use scales and measure to the nearest labelled division.</li> <li>• Know properties of simple 2D and 3D shapes.</li> <li>• Extract information from simple lists.</li> </ul>

### ENTRY 3 MATHEMATICS CRITERIA

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



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## **APPENDIX 2**

### **OBSERVATION OF INTERNAL ASSESSMENT RECORD SHEET**

**NOCN Functional Skills Qualification in Mathematics  
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**NOCN Functional Skills Qualification in Mathematics  
at Entry 2**  
**NOCN Functional Skills Qualification in Mathematics  
at Entry 3**

## **NOCN Functional Skills**

### **Report on Observation of Internal Assessment**

#### **Instructions for Centres**

Centres must ensure that an appropriate second tutor/assessor carries out formal observation, including a written report of performance for a minimum of 10% of the cohort for specific components of Functional Skills English and specific levels of Functional Skills mathematics. This is to ensure that the assessments, which require very limited learner recording of responses, are being conducted appropriately.

These are:

- Functional Skills English speaking, listening and communication at **all** levels
- Entry Level 1 Functional Skills mathematics.

A minimum 10% of the cohort must be observed proportionately across the relevant levels for **each** of these components/qualifications.

When more than one tutor conducts the assessments, the observation of assessments should be spread proportionately across all tutors.

Although there is no requirement to make an audio/visual recording of the assessment, this may be done to further strengthen the quality assurance process.

A separate copy of this Report on Observation of Internal Assessment should be completed by the observer for each tutor carrying out assessment

**At Entry Level** the form should be retained and made available for the external verification visit

**At Level 1 and Level 2**, the form should be retained and made available for the external verification visit.

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**NOCN Functional Skills Qualification in Mathematics at Entry 3**

**NOCN Functional Skills**

**Report on Observation of Internal Assessment**

<b>Name of Centre</b>	
<b>Regional NOCN</b>	
<b>Functional Skill</b>	
<b>Functional Skill Level</b>	
<b>Date(s) of assessment</b>	
<b>Name of Tutor/Assessor</b>	
<b>Name of Observer</b>	
<b>Learners observed (names and ULNs)</b>	
<b>Were assessments conducted in accordance with the NOCN Functional Skills guidance?</b>	
<b>Do you agree with the assessor's decisions? Give details of any adjustments applied to the assessor's assessment of the performance of the learners as an outcome of this observation process (with reference to specific learners)</b>	
<b>Other comments or feedback to assessor</b>	
<b>Have you attached a list of all learners (at the same level) in this assessment cohort? (This can be a copy of the CLRF, class list or RAC.)</b>	
<b>Observer's signature and date</b>	
<b>Tutor/Assessor's signature and date</b>	

**NOCN Functional Skills Qualification in Mathematics  
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at Entry 2  
NOCN Functional Skills Qualification in Mathematics  
at Entry 3**



## **APPENDIX 3**

### **NOMINATION FORM FOR APPROVED LEAD ASSESSOR ROLE**

**NOCN Functional Skills Qualification in Mathematics  
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at Entry 2  
NOCN Functional Skills Qualification in Mathematics  
at Entry 3**



**Nomination Form**

**Approved Lead Assessor**

**1 CENTRE DETAILS**

Centre name:	<input type="text"/>	NOCN Centre no:	<input type="text"/>
Quality Assurance Contact	<input type="text"/>		

**2 PERSONAL DETAILS**

Full Name	<input type="text"/>		
Telephone	<input type="text"/>	Email	<input type="text"/>
Role at Centre	<input type="text"/>		

**3 PREVIOUS EXPERIENCE**

Please provide details of all Functional Skills, Basic/ Key Skills experience you have and any Internal / External Verification or Moderation experience you have attained.

**4 QUALIFICATIONS**

Please provide details of any teaching qualifications you hold, i.e. PGCE, Cert Ed, DTLLS including dates achieved. Also include details of CPD training attended and any specialist Skills for Life qualifications.

**5 CONFIRMATION AND SIGNATURE**

**I hereby declare that the information given in this application is true to the best of my knowledge and belief.**

Applicant	<input type="text"/>	Quality Assurance Contact	<input type="text"/>
Dated	<input type="text"/>	Dated	<input type="text"/>

**NOCN office use only**

Route Agreed:	<input type="text"/>		
NOCN External Verifier:	<input type="text"/>	Date:	<input type="text"/>

# NOCN Functional Skills Qualification in mathematics at Entry 1, Entry 2 and Entry 3



Operational Start Date: 1<sup>st</sup> September 2010  
Review End Date: 31<sup>st</sup> August 2016

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