FAQ **LEVEL 1 QUALIFICATION IN**

FUNCTIONAL SKILLS: MATHEMATICS

FULL SPECIFICATION

Qualification Number: **603/4803/3**

Qualification Reference: **L1FSM**

FutureQuals®

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Version Control Information

Document details	
Document name	Level 1 Functional Skills Qualification in Mathematics 603/480/3
Purpose of document	Qualification specification, scope of study contents, assessment guidelines and information for centres.
Change applied to existing version	L1FSM_V5
Document owner	Product Development Team

Version history			
New version number after amendment	**Date amended**	**Section**	**Details of change/s**
L1FSM_V2	04/03/19	2.3, 2.5, 3.2	Updates following Ofqual feedback
L1FSM_V3	15/05/19	5.1	Updates following Ofqual feedback
L1FSM_V4	September 2019	5	Invigilation requirements
L1FSM_V5	July 2020	2.7, 2.8	Centre staff requirements
L1FSM_V6	20/10/23	4.1, 4.2, 4.3, 4.4, 5.1	Text updates
		4.4	Edited timescales published in line with discussion with AO team. Added e-Certificates.
		4.5	Additional info copied over from RFSQ – ref attempts. Wording of attempts tweaked.

Contents

Section One

Welcome to FutureQuals

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, Learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values
"We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence."

Our Vision
"We envisage a place in which every Learner realises their full potential."

Our Mission
"To provide respected and valued qualifications and assessment to enable quality assured learning."

FutureQuals is recognised to offer regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas, many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at www.futurequals.com.

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our Learners, our approved Centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies.
- 24/7 online management systems for the registration of Learners, ensuring highly efficient services and access to assessment and results.
- A diverse range of qualifications.
- A flexible approach to assessment.
- A network of professionals who examine and quality assure our regulated qualifications and assessments.
- Regular updates on new developments in education and training.
- Unrivalled customer service support and extensive guidance materials.

1.2 Introduction to the Qualification Specification

FutureQuals Functional Skills Qualifications in English and Mathematics will allow Learners to operate effectively and confidently in education, employment and everyday life. These qualifications have been developed at level 1 and level 2.

Functional Skills Qualifications in Mathematics at these levels enable Learners to gain confidence and fluency in, and a positive attitude towards, mathematics. Learners will convey their confidence in using mathematics and demonstrate a sound grasp of mathematical knowledge and skills and apply it to solve mathematical problems.

1.3 What you can expect from FutureQuals Functional Skills Qualifications

- High quality, valid and reliable assessment materials including sample assessment and resources and guidance materials.
- Dedicated Functional Skills web pages.
- Accessible and engaging on-screen assessments.
- On-demand assessments.
- Fast results.
- Up-to-date information and advice and support from a well informed and experienced customer support team.

Section Two

Qualification Information

2.1 Qualification Outline

The FutureQuals Functional Skills Qualification in Mathematics Level 1 is designed to be relevant to the current learning environments and workplaces. This specification should enable Learners to gain confidence and fluency in, and a positive attitude towards, maths. Learners will also develop behaviours such as persistence and logical thinking, as they apply mathematical tools and approaches. The assessments are carefully constructed to be appropriate to assessing learning and skills acquisition at level 1.

2.2 Learning Aims and Outcomes

Functional Skills Mathematics Qualifications at this level should:

- Indicate that Learners can demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity.
- Introduce Learners to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life.
- Enable Learners to develop an appreciation of the role played by mathematics in the world of work and in life generally.

Achievement of this qualification will allow Learners to demonstrate a sound grasp of mathematical skills and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations.

2.3 TQT and Guided Learning Hours

The Total Qualification Time (TQT) for this qualification is: 60 hours.
Guided Learning (GL) for this qualification is: 55 hours.

2.4 Age Ranges

Suitable for age ranges: Pre 16, 16-18, 18+ 19+

2.5 Method of Assessment

The method of assessment requires completion of one mandatory externally set summative assessment.

Skill Standard	Method	Duration	Marks
Mathematics (QN: Y/617/2547) This Component is designed to assess all aspects of knowledge, skills and understanding with respect to level 1 mathematics.	• External assessment. • Online test through XAMS platform. • Externally marked by FutureQuals. • Section A of the assessment is the non-calculator part. Learners are **not** permitted to use a calculator during Section A of the assessment. • Section B of the assessment is the calculator part. Learners are permitted to use a calculator during Section B of the assessment.	2 hours (30 minutes for Section A (non-calculator part) and 1 hour 30 minutes for Section B (calculator part).)	60 (25% of the total marks will be available in Section A (non-calculator part) and 75% of the total marks will be available in Section B (calculator part).)

Guidance on the use of Calculators: Calculators are only permitted in this assessment in Section B (calculator part). Learners must use the online calculator in the assessment. Learners are not permitted to take other types of calculators into the assessment. Use of the online calculator function in XAMS will become available to Learners when they complete Section A (non-calculator part). Learners will have 30 minutes to complete the non-calculator assessment and will be advised when the assessment time is almost up and that they must check their work in Section A (non-calculator part) before moving onto Section B (calculator part). Learners will not be able to return to Section A (non-calculator part) again. If Learners finish Section A before the allocated 30 minutes is up, they are able to move on to Section B by confirming in XAMS through an on-screen prompt that they are sure they have checked their work and are finished. However, they will only have the allocated 1 hour and 30 minutes to complete Section B and not be able to carry forward any additional time saved from completing Section A early.

Entry Guidance: There are no formal entry requirements for these qualifications. However, it is recommended that Learners undertake initial diagnostic assessment to ensure that they are following an appropriate learning programme leading to a summative assessment.

Award Results: If a Learner obtains a Pass result, a certificate will be issued accordingly. If a Fail grade is given, a Learner may take a resit examination. Please see section 4.4.

2.6 Progression

The Functional Skills Qualification in Mathematics at Level 1 can support progression to:

- GCSE (9-1) in Mathematics
- Vocational-related or general qualifications at Level 2
- Further study at Level 2 - Level 2 Functional Skills Mathematics, NVQs

2.7 Centre Staff Requirements

To deliver our Functional Skills Qualifications, FutureQuals expects that Centre staff meet the following minimum requirements:

- Tutors to have relevant teaching experience and/or a qualification in the relevant subject area.
- Not a mandatory requirement, but best practice: Assessors to hold the relevant D32/D33/A1/TAQA unit(s) and Level 3 Award in Education and Training.
- Not a mandatory requirement, but best practice: Internal Quality Assurers to hold the relevant D34/V1/IQA unit(s).

Centres are responsible for ensuring that their staff have access to appropriate training and support. They are also responsible for notifying FutureQuals of any staff changes.

2.8 Additional Information

This qualification is regulated by The Office of Qualifications and Examinations Regulation (Ofqual). This qualification will appear on the Regulated Qualifications Framework (RQF) for England. It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above may feature in the funding lists published by the DfE and regularly updated on its website. It may also appear on the Hub, the online service for use by organisations working with the Education and Skills Funding Agency (ESFA).

You should use the Qualification Number (QN), when you wish to seek public funding for your Learners. Each Component within a qualification will also have a unique reference number (Unit Reference Number), which is listed in this specification. The qualification title and unit reference numbers will appear on the Learner's final certification document.

Learners need to be made aware of this detail when they are recruited by the Centre and registered with FutureQuals.

Section Three

Qualification structure

3.1 Qualification components

This Level 1 Functional Skills Qualification in Mathematics consists of one mandatory component.

3.2 The Scope of study

The FutureQuals Functional Skills Qualifications in Mathematics at Level 1 assesses all areas of the scope of study listed below.

Use of numbers and the number system

Learners at Level 1 are expected to be able to:

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

1	Read, write, order and compare large numbers (up to one million)
2	Recognise and use positive and negative numbers
3	Multiply and divide whole numbers and decimals by 10, 100, 1000
4	Use multiplication facts and make connections with division facts
5	Use simple formulae expressed in words for one or two-step operations
6	Calculate the squares of one-digit and two-digit numbers
7	Follow the order of precedence of operators
8	Read, write, order and compare common fractions and mixed numbers
9	Find fractions of whole number quantities or measurements
10	Read, write, order and compare decimals up to three decimal places
11	Add, subtract, multiply and divide decimals up to two decimal places
12	Approximate by rounding to a whole number or to one or two decimal places
13	Read, write, order and compare percentages in whole numbers
14	Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof
15	Estimate answers to calculations using fractions and decimals
16	Recognise and calculate equivalences between common fractions, percentages and decimals
17	Work with simple ratio and direct proportions

Use of common measures, shape and space

Learners at Level 1 are expected to be able to:

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

18	Calculate simple interest in multiples of 5% on amounts of money
19	Calculate discounts in multiples of 5% on amounts of money
20	Convert between units of length, weight, capacity, money and time, in the same system
21	Recognise and make use of simple scales on maps and drawings
22	Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles
23	Calculate the volumes of cubes and cuboids
24	Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles
25	Interpret plans, elevations and nets of simple 3-D shapes
26	Use angles when describing position and direction, and measure angles in degrees

Handle information and data

Learners at Level 1 are expected to be able to:

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

27	Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs
28	Group discrete data and represent grouped data graphically
29	Find the mean and range of a set of quantities
30	Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events
31	Use equally likely outcomes to find the probabilities of simple events and express them as fractions

Underpinning skills and solving mathematical problems

Mathematical problem solving is a core element of Level 1 Functional Skills Qualification in Mathematics, though underpinning skills and knowledge will also be tested in its own right. The Level 1 assessment tests 25 % underpinning skills and knowledge and 75% problem solving.

Underpinning skills are defined, as part of this qualification, as the ability to do maths when not as part of a problem. Questions targeting underpinning skills may be presented in the assessment with a short context, however, they may also be presented as standalone question without a context. Underpinning skills are assessed both with and without a calculator.

Learners are expected to be able to use the knowledge and skills required for this qualification to recognise and find a solution(s) to a straightforward problem. A straightforward problem is defined as one that requires learners to either work through one step/process or to work through more than one connected steps/processes.

At Level 1, it is expected that the learner will be able to attempt single problems, some of which draw upon a combination of any two of the mathematical scope of study areas and may require learners to make connections between these. These problems may be set in context.

A range of attributes typical of problem solving questions have been developed to support the understanding and delivery of problem-solving. These attributes, of which one or more may be present in a single task to consider it as problem solving, are listed below:

A. Tasks that have little or no scaffolding: there is little guidance given to the learner beyond a start point and a finish point. Questions do not explicitly state the mathematical process (es) required for the solution.
B. Tasks that provide for multiple representations, such as the use of a sketch or a diagram as well as calculations.
C. The information is not given in mathematical form or in mathematical language; or there is a need for the results to be interpreted or methods evaluated, for example, in a real-world context.
D. Tasks have a variety of techniques that could be used.
E. The solution requires understanding of the processes involved rather than just application of the techniques.
F. The task requires two or more mathematical processes or may require different parts of mathematics to be brought together to reach a solution.

Learners at Level 1 are expected to be able to:

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

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

Section Four

Administration

4.1 Registration

Learners must firstly be registered for all components in QMIS. This will feed through to the XAMS system. For more information on registering and certificating learners, you can download the instructions by selecting the 'Learner Registration File and Instructions' link here.

4.2 Functional Skills Delivery Model – XAMS®

The FutureQuals Functional Skills Qualifications are available on-screen and on-demand, and delivered through the XAMS electronic delivery system. A User Guide for XAMS is available on the FutureQuals website.

4.3 Certification

Learners who achieve the one mandatory Component for the qualification will be awarded the formal certificate of achievement. This will include the full qualification title and the title of the Components achieved, for example: FAQ Level 1 Functional Skills Qualification in Mathematics.

Learners will be certificated in line with the timescales published on QMIS.

FutureQuals Functional Skills Qualification certificates will be printed in traditional paper format and/or eCertificates. FutureQuals delivers all certificates to the approved Centre's registered address using the Royal Mail Recorded Delivery service, where a signature is required upon receipt. In the unlikely event that certificates have been lost during delivery, the Centre must inform FutureQuals as soon as they are aware.

4.4 Resits

Learners are permitted to resit an external assessment where they were not successful.

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 achieved. Learners may be permitted three attempts at any Functional Skills Qualification. If a Learner requires additional attempts to pass the qualification(s) then a Centre can contact FutureQuals for further guidance.

A Learner can resit an assessment (onscreen) 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. Resit charges will apply, please contact functionalskills@futurequals.com for more information.

Please see our XAMS User Guide for further information.

4.5 Identification Requirements and Learner Authenticity Identification Requirements

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 he/she is 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. FutureQuals External Quality Assurers 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.

4.6 Initial Assessment and Centre Learner Support

It is important that Centres carry out an initial assessment to identify what knowledge and degree of skills the Learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly.

Centres should identify any associated needs Learners may have and record them. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

This assessment will need to take account of:

- the support available to the Learner within the Centre during his/her programme of study.
- any specific support that might be necessary to allow the Learner to access the assessment for the qualification.
- diagnoses of the requirements of the Learner, making use of specialist advice from external sources, as appropriate.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved Centres have a responsibility to ensure that the process of assessment is robust and fair and allows a Learner to show what they know and can do without compromising the assessment criteria.

4.7 Learner Authenticity

It is a regulatory requirement that the assessment is authenticated as the work of the named Learner whether submitted to a Centre or to FutureQuals. Therefore, the record of Learner achievement form requires that a declaration of authenticity is signed by a Learner for speaking, listening and communicating.

By signing the declaration a Learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

FutureQuals also require candidates taking online assessments to authenticate their work. This is completed through the XAMS online platform.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a Learner it must, as a minimum, include the statement:

Statement of Confirmation of Authenticity

I declare that the record presented for this assessment is entirely my own work.

The Learner must sign and date the declaration.

4.8 Malpractice and Maladministration

FutureQuals takes all allegations of malpractice or maladministration by Centres and Learners seriously.

Centres are required to have arrangements in place to prevent, investigate and deal with malpractice, plagiarism and maladministration, which the EQA will ask to see on approval and as part of business as usual quality assurance activities.

Centres are required to inform FutureQuals of any incidents and respond to any requests made by FutureQuals to investigate.

Further information can be found on the FutureQuals website.

Section Five

Assessment

5.1 Assessment Delivery

For external assessment, FutureQuals require that Learners are directly supervised throughout an online assessment session to reduce the risk of plagiarism and malpractice.

The contents of all materials must be treated as strictly confidential by centres and should not be shared with anyone other than those taking or administering the assessment.

The invigilator(s) **must not** be the same Functional Skills tutor (or any other member of staff with a conflict of interest in the outcome of the assessment) used for the delivery of the relevant Functional Skills course (regardless of the level) the learner, or group of learners, is undertaking the assessment for. For example, a Functional Skills English tutor must not invigilate any Functional Skills English exam and a Functional Skills Maths tutor must not invigilate any Functional Skills Maths exam, regardless of the level they teach.

A centre must contact FutureQuals immediately in the event that a suitable invigilator is not available, and prior to any learner undertaking an onscreen assessment.

External assessments are subject to controlled condition requirements.

5.2 Reasonable adjustments and special consideration

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals' *Reasonable Adjustment and Special Considerations* policy on the FutureQuals website.

Section Six

Support and centre information

6.1 Centre support and guidance

FutureQuals has a diverse team of highly experienced staff who are available to provide all necessary training, guidance and support for the delivery of their full range of qualifications, including Functional Skills.

Centres can access our dedicated Functional Skills web pages with free support materials that includes sample assessments from the FutureQuals website www.futurequals.com

Other resources to support the delivery of functional skills can be found on our website.

6.2 Learner support

Centres should ensure that learners are informed of the title and level of the qualification they have been entered for and that FutureQuals is the awarding body for their chosen qualification.

Centres should ensure that learners are fully prepared for Functional Skills assessments through appropriate teaching and learning strategies. Centres are encouraged to ensure that learners have the opportunity to practise their skills in real-life contexts, which are likely to be stimulating, vocationally-relevant tasks prior to taking the assessment.

6.3 Data protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

6.4 Equality

FutureQuals ensure that qualifications are non-discriminatory on the grounds of disability, gender, race, age, sexual orientation and religion / belief.

Centres must ensure when amending or developing tasks for SLC, no unnecessary barriers are placed in the way of learner achievement.

6.5 Legal considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults.

The Prevent Duty Guidance available from the Home Office makes clear the important role of Further Education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

6.6 Enquires

For enquiries relating to specific or live learners please refer to the Functional Skills team:

Functional Skills Team
Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 512426
E-mail: functionalskills@futurequals.com
Website: www.futurequals.com

Any enquires relating to the development or content of this qualification specification should be addressed to:

Product Development Team
Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662
E-mail: qualifications@futurequals.com
Website: www.futurequals.com

6.7 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

There may be times, however, when our centres do not feel we have met these needs. In these cases, centres may follow the complaints process as detailed in our Complaints Policy, which can be found in the FutureQuals Centre Operations Manual. FutureQuals will attempt to resolve all complaints within the published timescales, and will record and review all complaints as part of our customer service commitment.

FAQ LEVEL 1 QUALIFICATION IN

FUNCTIONAL SKILLS: MATHEMATICS

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