



FAQ LEVEL 2

FUNCTIONAL SKILLS QUALIFICATION IN MATHEMATICS

FULL SPECIFICATION

Qualification Recognition Number: **603/4804/5**

Qualification Reference: **L2FSM**



FutureQuals[®]



01530 836662



info@futurequals.com



futurequals.com

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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 assessment
- On-demand assessment
- 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 2 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, and to 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 2.

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

Guided Learning (GL) for this qualification is: 55

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
<p>Mathematics (QN: D/617/2548)</p> <p>This component is designed to assess all aspects of knowledge, skills and understanding with respect to Level 2 mathematics.</p>	<ul style="list-style-type: none"> 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. 	<p>2 hours</p> <p>(30 minutes for Section A (non-calculator part) and 1 hour 30 minutes for Section B (calculator part))</p>	<p>60</p> <p>(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))</p>

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:

- GCE A Level in Mathematics
- Vocational-related or general qualifications at Level 2
- Further study at Level 3

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 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 2 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 2 assesses all areas of the scope of study listed below.

Use of numbers and the number system

Learners at Level 2 are expected to be able to:

- use numbers of any size
- read, write and make use of positive and negative integers of any size
- use, order and compare integers, fractions, decimals, percentages and ratios as well as recognise the value of a digit in any whole or decimal number
- use numerical and spatial patterns for a purpose
- calculate with, and convert between, numbers written as fractions, decimals, percentages and ratios.

1	Read, write, order and compare positive and negative numbers of any size
2	Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation
3	Evaluate expressions and make substitutions in given formulae in words and symbols
4	Identify and know the equivalence between fractions, decimals and percentages
5	Work out percentages of amounts and express one amount as a percentage of another
6	Calculate percentage change (any size increase and decrease), and original value after percentage change
7	Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers
8	Express one number as a fraction of another
9	Order, approximate and compare decimals
10	Add, subtract, multiply and divide decimals up to three decimal places
11	Understand and calculate using ratios, direct proportion and inverse proportion
12	Follow the order of precedence of operators, including indices

Use of common measures, shape and space

Learners at Level 2 are expected to be able to:

- handle relationships between measurements of various kinds
- use angles and coordinates when involving position and direction
- make use of geometric properties in calculations with 2-D and 3-D shapes and understand the relationships between them.

13	Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting
14	Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph
15	Calculate using compound measures including speed, density and rates of pay
16	Calculate perimeters and areas of 2-D shapes including triangles and circles and composite shapes including non-rectangular shapes (formulae given except for triangles and circles)
17	Use formulae to find volumes and surface areas of 3-D shapes including cylinders (formulae to be given for 3-D shapes other than cylinders)
18	. Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements
19	Use coordinates in 2-D, positive and negative, to specify the positions of points
20	Understand and use common 2-D representations of 3-D objects
21	Draw 3-D shapes to include plans and elevations
22	Calculate values of angles and/or coordinates with 2-D and 3-D shapes

Handle information and data

Learners at Level 2 are expected to be able to:

- construct, interpret and evaluate a range of statistical diagrams
- calculate and interpret probabilities
- calculate, analyse, compare and interpret appropriate data sets, tables, diagrams and statistical measures such as common averages (mean, median, mode) and spread (range)
- use statistics to compare sets of data
- identify patterns and trends from data as well as recognise simple correlation.

23	Calculate the median and mode of a set of quantities
24	Estimate the mean of a grouped frequency distribution from discrete data
25	Use the mean, median, mode and range to compare two sets of data
26	Work out the probability of combined events including the use of diagrams and tables, including two-way tables
27	Express probabilities as fractions, decimals and percentages
28	Draw and interpret scatter diagrams and recognise positive and negative correlation

Underpinning skills and solving mathematical problems and decision making

Mathematical problem solving is a core element of Level 2 Functional Skills Qualification in Mathematics, though underpinning knowledge will also be tested in its own right. The Level 2 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 complex problem. A complex problem is defined as one which requires a multistep process, requiring planning and working through at least two connected steps/processes. These problems may be set in context.

At Level 2, it is expected that the learner will be able to attempt individual problems, some of which draw upon a combination of all three mathematical scope of study areas and require students to make connections between those scope of study areas.

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 2 are expected to be able to:

- Read, understand, and use mathematical information and mathematical terms
- Address individual problems as described above
- Use knowledge and understanding to a required level of accuracy
- Identify suitable operations and calculations to generate results
- Analyse and interpret answers in the context of the original problem
- Check the sense and reasonableness of answers
- Present and explain results clearly and accurately demonstrating reasoning to support the process and show consistency with the evidence presented.

The context of individual problems at this level will require interpretation and analysis in order for the student to be able to identify and carry out an appropriate mathematical process or processes independently.

Section Four

Administration

4.1 Registration

Learners must firstly be registered for all components in QMIS. This will feed through to the XMAS 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 for download [here](#).

Functional Skills assessments are also available in a paper-based format. Paper-based assessments are available every 6 weeks on the following set dates only. Assessments must not be sat on any other date than those specified. You can find the Paper-based assessment calendar on the FutureQuals website. Paper-based assessments are scheduled through the XAMS system which will automatically generate an assessment paper specific to that learner. For further details about the administration of paper-based assessments, see the *Reformed Functional Skills Operational Handbook* 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 2 Functional Skills Qualification in Mathematics.

Learners will be certificated in line with the timescales published in our Centre Operations Manual.

FutureQuals Functional Skills Qualification certificates will be printed in traditional paper format. 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 are 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.

A learner can resit an assessment (paper-based or 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. Paper-based assessments will be sat in the next assessment session (see the Paper-based assessment calendar on the FutureQuals website). 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 or paper-based assessment session to reduce the risk of plagiarism and malpractice.

The administration of paper-based Functional Skills assessments, to ensure the security of assessments requires that no tutor of a Functional Skills qualification can be involved in the administration of the assessment materials for level 1 and 2 exams in that subject, regardless of the level they teach. The term 'Administration' of paper-based assessments includes initial receipt of confidential materials, secure storage, movement and preparation of materials for scheduled assessments, and registration, secure storage and return of materials to the awarding organisation after scheduled exams are completed.

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.

Invigilators **must** be used during online/onscreen and paper-based external assessments.

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 or paper-based 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 2

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