Qualification specification

NCFE Level 1 Functional Skills Qualifications in Mathematics
QN: 603/5055/6
NCFE Level 2 Functional Skills Qualifications in Mathematics
QN: 603/5060/X

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version (version 1.3 June 2023).

Version	Publication Date	Summary of amendments
v1.0	**October 2019**	**First publication**
v1.1	January 2020	p.5, information regarding the wellbeing and safeguarding of learners added to Section 1.
v1.2	July 2022	Further information added to the how the qualifications are assessed section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support handbook section about how to access support handbooks. Paper-based assessment statement updated with recent changes.
v1.3	June 2023	Section 1 About these qualifications, Paper-based assessment guidance changed.
v1.4	October 2023	Resource requirements updated – pen with black ink. A pair of compasses (Level 2 only) has been added as a resource requirement.

Section 1

About these qualifications

About these qualifications

This Qualification Specification contains details of all the sections and assessments required to complete these qualifications.

To ensure that you're using the most up-to-date version of this Qualification Specification, please check the version number and date in the page footer against that of the Qualification Specification on the NCFE website.

If you advertise these qualifications using a different or shortened name, you must ensure that learners are aware that their final certificate will state the full regulated qualification title.

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Support Handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Learning resources

The resources and materials used in the delivery of these qualifications must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Qualification summary	
Qualification titles	NCFE Level 1 Functional Skills Qualification in Mathematics NCFE Level 2 Functional Skills Qualification in Mathematics
Qualification numbers (QNs)	603/5055/6 603/5060/X
Aim references	60350556 6035060X
Total Qualification Time (TQT)	66
Guided Learning Hours (GLH)	55
Minimum age	There is no minimum age requirement for registration.
Qualification purpose	*From the Department for Education's Functional Skills Mathematics Subject Content:* Functional Skills qualifications should enable the learner to develop confidence in using mathematics and provide a foundation for progression into employment or further technical education and develop skills for everyday life, where the skills gained can be applied to solve mathematical problems. The purpose of Level 1 and Level 2 Functional Skills Mathematics qualifications are to demonstrate a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real life situations
Aims and objectives	*From the Department for Education's Functional Skills Mathematics Subject Content:* Functional Skills Mathematics qualifications at these levels 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.
Grading	Pass/Fail
Re-sits	Re-sits are available. It is recommended that re-sits are booked no earlier than 2 weeks following the receipt of results, to allow for further teaching and learning to take place.
Assessment method	These qualifications are each assessed via one external assessment which is task-based and invigilated. Once the completed assessments are returned to NCFE, they are marked by NCFE Examiners. Each assessment has been designed so that the tasks are realistic and relatable to everyday context.

Additional assessment requirements	The Level 1 and Level 2 external assessments have a duration of 120 minutes. The assessment is divided into 2 sections, non-calculator and calculator: • Section A: The non-calculator section contains 25% of the total marks, is completed first, and has a duration of 30 minutes. • Section B: The calculator section contains 75% of the total marks, is completed second and has a duration of 90 minutes. The pass mark is a combination of marks from both sections. Both sections of the assessment must be completed in one continuous sitting.
Staffing requirements	Controlled assessments do not require additional staffing requirements. Please refer to the NCFE Support Handbook for generic staffing requirements.
NCFE support	Support with Functional Skills delivery includes: • sample papers and exemplar materials • automated feedback for mathematics assessments, delivered online • access to Skills Forward initial and diagnostic assessment tools • Curriculum team webinars and events, in which advice and guidance is provided to assist with the delivery of Functional Skills
Progression	Learners who achieve Level 1 Functional Skills in Mathematics could progress to: • NCFE Level 2 Functional Skills Qualification in Mathematics • NCFE Level 2 Award in Maths Learners who achieve Level 2 Functional Skills in Mathematics could progress to: • NCFE Level 3 Certificate in Mathematics in everyday life
Regulation information	These are regulated qualifications. The regulated numbers for these qualifications are 603/5055/6 and 603/5060/X.
Funding	These qualifications may be eligible for funding. You can find out if any NCFE qualification is eligible for funding from the Education and Skills Funding Agency.

Entry guidance

This qualification is designed for learners who want to improve their everyday mathematics abilities in preparation for life and work. This qualification may also be studied by learners as part of their vocational apprenticeship.

There are no specific recommended prior learning requirements for these qualifications.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that these qualifications are appropriate for the age and ability of learners.

Skills Forward initial and diagnostic assessments will assist in determining what level a learner is working to. Each learner will then receive an individual skills plan to help progress to that level. NCFE recommends delivering a Skills Forward initial and diagnostic assessment to learners prior to registeration.

Learners registered on these qualifications shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving these qualifications

Functional Skills Mathematics qualifications at Levels 1–2 are comprised of one mandatory external assessment per level.

Please refer to subject content information in Section 2 for further information on the mathematics covered by these qualifications.

For a learner to achieve the qualification and be awarded their certificate, that learner must obtain a Pass grade in the assessment.

How the qualifications are assessed

These qualifications are externally assessed. External assessments are designed by NCFE and scheduled by the centre. Upon completion of the assessment, the assessment is marked by NCFE. Results are subsequently released within the results timeframe.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

External assessment

The external assessments are comprised of a short-answer question paper, set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills based on the subject content of these qualifications.

Centres must not assess or internally quality assure external assessments or provide any feedback to the learner about their performance in the external assessment. NCFE has multiple feedback options available post-result release.

The external assessments are administered under specified assessment conditions, and last for the following durations:

	Level 1	Level 2
Section A – Non-calculator	30 minutes	30 minutes
Section B – Calculator	90 minutes	90 minutes
Total Time	120 minutes	120 minutes

Both sections of the assessment **must** be completed in one continuous sitting.

The external assessment hours must be delivered in accordance with the Regulations for the Conduct of External Assessments conditions and must not include any supervised time. There will be specific tasks that learners must complete within this time.

For guidance on conducting external assessments, please refer to our Regulations for the Conduct of External Assessments, available on the NCFE website.

On demand assessment

Centres can choose the date, time and location of assessments. The assessments for these qualifications are available through our online assessment platform.

Onscreen assessment

Prior to delivering onscreen assessment, centres must complete the registration form available on the NCFE website.

Assessments are completed via the onscreen assessment application, which must be downloaded to the device prior to beginning the assessment.

Prior to attempting the external assessment on a device, **it is essential that the centre ensure that device meets the technical specifications** as specified in the Technical Specification document available on the NCFE website.

Assessments are scheduled using the online assessment administration platform. Once the assessment has been scheduled a keycode will be provided, once that keycode is entered into the platform, the assessment will begin.

Assessments can also be downloaded for sitting on an offline device, either by downloading the assessment to a device which will be offline at the time of the assessment, or by downloading the assessment to a USB stick which will later be plugged into an offline device.

Please visit the NCFE website for more information about onscreen assessment.

Paper-based assessment

Entries must be submitted via the Portal 6 working days before the date of assessment.

For details of fees, please refer to the current Fees and Pricing Guide available on the NCFE website.

Centres must return all external assessment material and learner work to NCFE 2 working days after the external assessment has taken place by Royal Mail Special Delivery or comparable service from other providers (we would not consider Royal Mail Recorded Delivery to be an acceptable method of delivery, as this does not guarantee a tracking facility throughout the entire delivery process).

Functional Skills Live Bank

At the time of scheduling an assessment, NCFE allocates a Functional Skills assessment from a live bank of different question papers. These question papers each have their own unique theme and topic, but remain comparable to one another through rigorous quality assurance processes.

If a re-sit is required a learner will be allocated a different assessment from the live bank.

Results

For paper-based assessments:

- past the initial awarding period, results are issued 6 working days after the date of the assessment's successful return to NCFE.

For onscreen assessments:

- past the initial awarding period, results are issued 6 working days after the date of the assessment's successful upload to NCFE's online assessment platform.

If external assessment paperwork is not completed accurately by the centre, this may lengthen the time required to issue a result.

Enquiries about results

If centres do not believe a result is a valid reflection of a learner's ability, they can submit an enquiry about a result in line with our Enquiries and Appeals about Results and Assessment Decisions Policy, which is available on the NCFE website.

To ensure the integrity of assessments within the live bank, **completed assessment papers cannot be returned.** A selection of retired assessments will be made publicly available as sample papers.

Section 2

Subject content and assessment guidance

Subject content and assessment guidance

This section provides details of the structure and content of these qualifications.

The Functional Skills subject content is provided by the Department for Education, who stipulate that Awarding Organisations must create Functional Skills qualifications that rigidly adhere to this content.

The mathematics subject content can be accessed from the Department for Education directly, from their Functional Skills Subject Content: Mathematics webpage.

Referencing for the subject content uses the following coding:

L1	Level 1
L2	Level 2
N	Using numbers and the number system
M	Using common measures, shape and space
H	Handling information and data

For assessment delivery instructions and guidance, please refer to the Qualification Specific Instructions for Delivery (QSID), and the Regulations for the Conduct of External Assessments on the NCFE website.

Mathematics Level 1 subject content

Level 1: Using numbers and the number system – whole numbers, fractions, decimals and percentages

Reference	Subject content statement	Assessment weighting (approx.)
L1.N1	Read, write, order and compare large numbers (up to one million)	50–60%
L1.N2	Recognise and use positive and negative numbers	
L1.N3	Multiply and divide whole numbers and decimals by 10, 100, 1000	
L1.N4	Use multiplication facts and make connections with division facts	
L1.N5	Use simple formulae expressed in words for one or 2-step operations	
L1.N6	Calculate the squares of one-digit and 2-digit numbers	
L1.N7	Follow the order of precedence of operators	
L1.N8	Read, write, order and compare common fractions and mixed numbers	
L1.N9	Find fractions of whole number quantities or measurements	
L1.N10	Read, write, order and compare decimals up to 3 decimal places	
L1.N11	Add, subtract, multiply and divide decimals up to 2 decimal places	
L1.N12	Approximate by rounding to a whole number or to one or 2 decimal places	
L1.N13	Read, write, order and compare percentages in whole numbers	
L1.N14	Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof	
L1.N15	Estimate answers to calculations using fractions and decimals	
L1.N16	Recognise and calculate equivalences between common fractions, percentages and decimals	
L1.N17	Work with simple ratio and direct proportions	

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. They can 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. They can identify, compare and extend a range of numerical and spatial patterns, use, understand and calculate with fractions, decimals and percentages and calculate simple interest.

Level 1: Using common measures, shape and space

Reference	Subject content statement	Assessment weighting (approx.)
L1.M18	Calculate simple interest in multiples of 5% on amounts of money	20–30%
L1.M19	Calculate discounts in multiples of 5% on amounts of money	
L1.M20	Convert between units of length, weight, capacity, money and time, in the same system	
L1.M21	Recognise and make use of simple scales on maps and drawings	
L1.M22	Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles	
L1.M23	Calculate the volumes of cubes and cuboids	
L1.M24	Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles	
L1.M25	Interpret plans, elevations and nets of simple 3-D shapes	
L1.M26	Use angles when describing position and direction, and measure angles in degrees	
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. They can apply and use calculations with common measures including money, time, length, weight and capacity. They can visualise, draw and describe 2-D and 3-D shapes and use properties of 2-D shapes in calculations.		

Level 1: Handling information and data

Reference	Subject content statement	Assessment weighting (approx.)
L1.H27	Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs	20–30%
L1.H28	Group discrete data and represent grouped data graphically	

L1.H29	Find the mean and range of a set of quantities	
L1.H30	Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events	
L1.H31	Use equally likely outcomes to find the probabilities of simple events and express them as fractions	
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. They can 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.		

Level 1: Solving mathematical problems and decision making

Learners at Level 1 are expected to be able to use the knowledge and skills listed above to recognise and obtain a solution or solutions to a straightforward problem. A straightforward problem is one that requires learners to either work through one step or process or to work through more than one connected step or process.

Individual problems are based on the knowledge and/or skills in the mathematical content areas (number and the number system; common measures, shape and space; information and data). At Level 1 it is expected that the learner will be able to address individual problems, some of which draw upon a combination of any 2 of the mathematical content areas and require learners to make connections between those content areas.

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 learners to be able to independently identify and carry out an appropriate mathematical approach.

Mathematics Level 2 subject content

Level 2: Using numbers and the number system – whole numbers, fractions, decimals and percentages

Reference	Subject content statement	Assessment weighting (approx.)
L2.N1	Read, write, order and compare positive and negative numbers of any size	40–50%
L2.N2	Carry out calculations with numbers up to one million, including strategies, to check answers including estimation and approximation	
L2.N3	Evaluate expressions and make substitutions in given formulae in words and symbols	
L2.N4	Identify and know the equivalence between fractions, decimals and percentages	
L2.N5	Work out percentages of amounts and express one amount as a percentage of another	
L2.N6	Calculate percentage change (any size increase and decrease), and original value after percentage change	
L2.N7	Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers	
L2.N8	Express one number as a fraction of another	
L2.N9	Order, approximate and compare decimals	
L2.N10	Add, subtract, multiply and divide decimals up to 3 decimal places	
L2.N11	Understand and calculate using ratios, direct proportion and inverse proportion	
L2.N12	Follow the order of precedence of operators, including indices	
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. They can use numerical and spatial patterns for a purpose and calculate with, and convert between, numbers written as fractions, decimals, percentages and ratios.		

Level 2: Measures, shape and space

Reference	Subject content statement	Assessment weighting (approx.)
L2.M13	Calculate amounts of money, compound interest, percentage increases, decreases and discounts, including tax and simple budgeting	30–40%
L2.M14	Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph	
L2.M15	Calculate using compound measures including speed, density and rates of pay	
L2.M16	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)	
L2.M17	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)	
L2.M18	Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements	
L2.M19	Use coordinates in 2-D, positive and negative, to specify the positions of points	
L2.M20	Understand and use common 2-D representations of 3-D objects	
L2.M21	Draw 3-D shapes to include plans and elevations	
L2.M22	Calculate values of angles and/or coordinates with 2-D and 3-D shapes	
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.		

Level 2: Handling information and data

Reference	Subject content statement	Assessment weighting (approx.)
L2.H23	Calculate the median and mode of a set of quantities	20–30%
L2.H24	Estimate the mean of a grouped frequency distribution from discrete data	
L2.H25	Use the mean, median, mode and range to compare 2 sets of data	
L2.H26	Work out the probability of combined events including the use of diagrams and tables, including 2-way tables	
L2.H27	Express probabilities as fractions, decimals and percentages	

L2.H28	Draw and interpret scatter diagrams and recognise positive and negative correlation	
Learners at Level 2 are expected to be able to construct, interpret and evaluate a range of statistical diagrams. They can calculate and interpret probabilities. They can calculate, analyse, compare and interpret appropriate data sets, tables, diagrams and statistical measures such as common averages (mean, median, mode) and spread (range), and use statistics to compare sets of data. They can identify patterns and trends from data as well as recognise simple correlation.		

Level 2: Solving mathematical problems and decision making

Learners at Level 2 are expected to be able to use the knowledge and skills listed in the subject content tables to recognise and obtain a solution or solutions to a complex problem. A complex problem is one which requires a multistep process, typically requiring planning and working through at least 2 connected steps or processes.

Individual problems are based on a combination of the knowledge and/or skills from the mathematical content areas (number and the number system; measures, shape and space; information and data). At Level 2 it is expected that the learner will be able to address individual problems, some of which draw upon a combination of all 3 mathematical areas and require learners to make connections between those content areas

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 learner to be able to independently identify and carry out an appropriate mathematical process or processes.

Mathematics Level 1 and Level 2 assessment

These qualifications are comprised of a single assessment with 2 separate sections.

Both sections of the assessment **must** be completed in one continuous sitting.

Assessment

Assessments at Level 1 and Level 2 share the same structure, which is as follows:

<table>
<tr><th></th><th>Activity</th><th>Activity contents</th><th>Marks</th><th>Duration</th></tr>
<tr><td>Section A</td><td>1</td><td>Non-calculator
The tasks in this section are designed to be completed without a calculator. Calculators are not permitted.</td><td>15</td><td>30 minutes</td></tr>
<tr><td rowspan="3">Section B</td><td>2</td><td rowspan="3">Calculator
The use of a calculator is permitted in this section.</td><td>15</td><td rowspan="3">90 minutes</td></tr>
<tr><td>3</td><td>15</td></tr>
<tr><td>4</td><td>15</td></tr>
<tr><td colspan="3"></td><td>60</td><td>120 minutes</td></tr>
</table>

Activities are comprised of multiple tasks, and each activity is comprised of a different contextual theme.

Non-calculator section

Each learner is given 30 minutes in which to attempt Section A only.

For more details on the invigilation instructions, including the circumstances in which learners can progress from Section A to Section B, please refer to the Qualification Specific Instructions for Delivery and the Regulations for Conduct of External Assessment.

Marks

The non-calculator section and the calculator section contain content which is appropriate to each.

25% of marks are allocated to tasks which assess underpinning skills. The subject content states that underpinning skills are defined as *'the ability to do maths when not part of a problem'*. In these assessments all underpinning skills tasks approach the relevant subject content statement directly, and target only one of the 3 subject content areas.

The remaining 75% of marks are allocated to items which assess problem solving. The subject content states that these qualifications must assess learners' '*ability to apply mathematical thinking to solve problems'*.

Section 3

Additional information and customer support

Additional information and customer support

Resource requirements

For paper-based assessment learners should have access to:

- pen with black ink
- calculator
- pencil and eraser
- 30cm ruler
- protractor
- pair of compasses (Level 2 only)

Learners are expected to have a calculator for 'Question Paper: Section B' at all levels.

The minimum requirement for the calculator is detailed below:

- 4 operations
- minimum of 6 decimal places on the display (some basic calculators only provide 2 decimal places).

Learners are permitted to use a scientific calculator.

Learners must be informed of the below regulations for calculators before the assessment sitting.

<table>
<tr>
<td rowspan="2">Calculators must not:

• be designed or adapted to offer any of these facilities:
– language translators
– symbolic algebra manipulation
– symbolic differentiation or integration
– communication with other machines or the internet
• be borrowed from another learner during an examination for any reason*
• have retrievable information stored in them, this includes:
– databanks
– dictionaries
– mathematical formulae
– text.</td>
<td>Calculators must be:

• of a size suitable for use on the desk
• either battery or solar powered
• free of lids, cases and covers that include printed instructions or formulas.</td>
</tr>
<tr>
<td>The learner is responsible for the following:

• the calculator's power supply;
• the calculator's working condition;
• clearing anything stored in the calculator.</td>
</tr>
</table>

*Note: an Invigilator/Supervisor may give a learner a replacement calculator.

Learners are permitted to use personal physical calculators, provided instructions specified in the Qualification Specific Instructions for Delivery (QSID) and the Regulations for Conduct of Functional Skills External Assessment are adhered to.

Sample and exemplar materials

These are available to download from the NCFE website. New materials are added at the beginning of each academic session.

Sample papers are also available in-browser, and can be scheduled via the online assessment platform. These sample papers are available for learners to familiarise themselves with the online assessment platform.

If assessors would like to mark sample onscreen assessments and provide feedback, the learner must not submit the sample assessment after responding to the tasks. This allows for the assessor to begin marking immediately. If the learner submits the sample assessment, the responses will not be viewable to the assessor.

External assessment feedback

NCFE provides 3 different feedback options for the external assessments:

	Details	Availability	Price
Automated	All onscreen Mathematics Level 1 and Level 2 external assessments will provide a comprehensive breakdown of learner performance mapped to the subject content, provided in percentages.	Onscreen assessments only	Free
Compact	Feedback mapped to the subject content, providing the learner's total marks available with the marks gained by the learner for that respective subject content area. In addition to the mark information is a high-level indication of how the learner did not gain marks	Paper-based and onscreen assessments	Fees available on the NCFE website.
Rich	Feedback is produced by the Chief Examiner, and provides a detailed and thorough analysis of learner performance with guidance on how to address performance gaps.		

Examples of all feedback options are available on the NCFE website.

Reasonable adjustments and special considerations policy

Learners who require reasonable adjustments or special considerations, including British Sign Language (BSL) and sign supported English, should discuss their requirements with their tutors.

For more information on the Reasonable Adjustments and Special Considerations Policy, please visit the NCFE website.

Skills Forward

Skills Forward provides a comprehensive eLearning solution for Functional Skills and GCSE that incorporates Ofsted and ESFA compliant assessments, detailed skills diagnostics, video tutorials, progression tracking and innovative resources to aid skills development and increase workforce productivity.

Skills Forward boasts a range of additional, market-leading products:

- The One Assessment - a revolutionary initial assessment which will assess a learner's levels in both English and maths in under 30 minutes.
- SkillsPortfolio - a bespoke digital portfolio that manages the complete end-to-end learner journey and allows the tutor to assess remotely, monitor learning progress, create dashboard reports and manage your quality assurance.
- SkillsWork - an employability assessment and supporting resources that embed the Gatsby Career Benchmark and are mapped to the key sought after skills identified by the CBI.

Further information can be obtained from the NCFE website.

Curriculum team

The Curriculum team provides dedicated support to centres approved to deliver Functional Skills. The purpose of this support is to assist Assessors with the teaching of Functional Skills subject content, and ensure Assessors have full understanding of the qualification's delivery.

Curriculum team activities include:

- upfront customer support including: webinars and centre visits
- Functional Skills delivery events
- video tutorials.

The Curriculum and Teaching Support webpage on the NCFE website is regularly updated and will keep centres informed on new Curriculum guidance.

Chief Examiner reports

Bi-annually, the Functional Skills Mathematics Chief Examiner produces a report covering learner performance at Levels 1 and 2. This report identifies trends and raises awareness of common mistakes.

The Chief Examiner will also make suggestions to assist with learner performance.

These reports are available on the Functional Skills section on the NCFE website.

NCFE Functional Skills news and updates

Sign up to the NCFE Functional Skills news and updates mailing list (via the NCFE webpage) in order to receive regular information regarding NCFE's Functional Skills service.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the Qualifications page on the NCFE website for more information and to view available resources.

Examples of Functional Skills resources include:

- schemes of work
- lesson plans
- teaching resources
- videos
- powerpoints
- learner question and answer worksheets
- learner checklists
- assessment preparation workbooks
- Functional Skills posters

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