

Opportunities to Cover Functional Skills within the PWCS L1 Mandatory Units (England)

The opportunities for covering the Functional Skills within the level 1 mandatory units taken from the following 3 qualifications were mapped to the Functional Skills Criteria 2009-11 published by Ofqual:

Level 1 Award in Preparing to Work in Adult Social Care

Level 1 Award in Introduction to Health, Social Care and Children's and Young People's Settings

Level 1 Certificate in Introduction to Health, Social Care and Children's and Young People's Settings

The mandatory units referred to include: PWCS 01 – 10, Intro MU 1.1, Intro MU 1.2, Intro MU 1.4 and Intro MU 1.6.

Functional Skill	Skill standards	Coverage and range	Opportunities to cover in PWCS L1 Mandatory units (England)
English	Speaking, listening and communication <ul style="list-style-type: none"> Take full part in formal and informal discussions and exchanges that include unfamiliar subjects 	<ul style="list-style-type: none"> Make relevant and extended contributions to discussions, allowing for and responding to others' input Prepare for and contribute to the formal discussion of ideas and opinions Make different kinds of contributions to discussions Present information/points of view clearly and in appropriate language 	<p>There are opportunities in each of the PWCS level 1 units to meet these skills standards for English through:</p> <ul style="list-style-type: none"> formal and informal discussions reading of texts writing a range of texts to communicate information, ideas and opinions.
	Reading <ul style="list-style-type: none"> Read and understand a range of straightforward texts 	<ul style="list-style-type: none"> Identify the main points and ideas and how they are presented in a variety of texts Read and understand texts in detail Utilise information contained in texts Identify suitable responses to texts <p>In more than one type of text</p>	

	Writing <ul style="list-style-type: none"> Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience 	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail Present information in a logical sequence Use language, format and structure suitable for purpose and audience Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear <p>In more than one type of text</p>	
Maths	Representing <ul style="list-style-type: none"> Understand practical problems in familiar and unfamiliar contexts and situations, some of which are non-routine Identify and obtain necessary information to tackle the problem select mathematics in an organised way to find solutions 	<ul style="list-style-type: none"> understand and use whole numbers and understand negative numbers in practical contexts add, subtract, multiply and divide whole numbers using a range of strategies understand and use equivalencies between common fractions, decimals and percentages add and subtract decimals up to two decimal places solve simple problems involving ratio, where one number is a multiple of the other use simple formulae expressed in words for one or two step operations solve problems requiring calculation with common 	<p>PWCS 01 Whilst carrying out research to define user groups or range of jobs within the sector, maths can be used to consider percentages and fractions of different groups within the sector. E.g. children's and adults services, employers, direct employers, statutory and independent services.</p> <p>PWCS 04 Learners could carry out some research into statistics about causes of spread of infection and most likely ways of spreading.</p> <p>PWCS 07 Learners could be encouraged to research dietary requirements in terms of recommended daily amounts. There are recommendations for fluid intake and learners could be asked to measure what that might look like and how it might be made up from</p>

		<p>measures, including money, time, length, weight, capacity and temperature</p> <ul style="list-style-type: none"> ▪ convert units of measure in the same system 	<p>different forms of fluid, e.g. water, juice, tea etc.</p> <p>PWCS 09 Learners could be introduced to the importance of keeping clear records and following clear instructions in other people's records relating to numbers. E.g solutions, number of times someone has passed water, visitor numbers etc.</p>
	<p>Analysing</p> <ul style="list-style-type: none"> ▪ Apply mathematics in an organised way to find solutions to straightforward practical problems for different purposes ▪ Use appropriate checking procedures at each stage 		<p>PWCS 01 Learners could be encouraged to compare statistics from different parts of the sector.</p> <p>Learners could be encouraged to consider recruitment factors and the likelihood of vacancies in specific sector areas.</p> <p>The National Minimum Dataset for Social Care (NMDS-SC) collects information from a range of employers and this is collated and analysed. The annual State of the Social Care Workforce Report outlines a range of statistics with some analysis and interpretation. In addition briefings highlighting specific factors are regularly published. The following website offers useful resources: www.nmds.org.uk</p>
	<p>Interpreting</p> <ul style="list-style-type: none"> ▪ Interpret and communicate solutions to practical 	<ul style="list-style-type: none"> ▪ Work out areas and perimeters in practical situations ▪ Construct geometric diagrams, models and 	<p>PWCS 01 When learning about the range of jobs in the adult social care sector and different settings, learners could be encouraged to calculate fractions and</p>

	<p>problems, drawing simple conclusions and giving explanations</p>	<p>shapes</p> <ul style="list-style-type: none"> ▪ Extract and interpret information from tables, diagrams, charts and graphs ▪ Collect and record discrete data and organise and represent information in different ways ▪ Find mean and range ▪ Use data to assess the likelihood of an outcome 	<p>percentages of different services within the sector.</p> <p>PWCS 04 Some examples of risks in health and safety or of things that may go wrong for those who do not have number skills. E.g. milk drinks or cleaning solutions made up to the wrong strengths</p> <p>Also some research into infection control and what are the most likely ways of spreading infection. These can then be made into percentages by using some analysis of the figures.</p> <p>PWCS 07 Learners could be asked to compare their own daily intakes of fluid and nutrition and to establish percentage increases. They could also be given particular scenarios which give details of a person's intake and using maths to calculate the percentage against the recommended amounts and what might be needed to raise the daily amount of intake to that recommended levels.</p>
ICT	<p>Using ICT</p> <ul style="list-style-type: none"> ▪ Identify the ICT requirements of a straightforward task ▪ Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context 	<ul style="list-style-type: none"> ▪ Use ICT to plan and organise work ▪ Select and use software applications to meet needs and solve straightforward problems ▪ Select and use interface features effectively to meet needs ▪ Adjust system settings as appropriate to individual needs 	<p>Throughout the units learners could be encouraged to use ICT to plan and organise their work, and in doing so select and use software applications to meet needs and solve straightforward problems.</p>

	<ul style="list-style-type: none"> Manage information storage Follow and demonstrate understanding of the need for safety and security practices 	<ul style="list-style-type: none"> Work with files, folders and other media to access, organise, store, label and retrieve information Demonstrate how to create, use and maintain secure passwords Demonstrate how to minimise the risk of computer viruses 	
	<p>Finding and selecting information</p> <ul style="list-style-type: none"> Use search techniques to locate and select relevant information Select information from a variety of ICT sources for a straightforward task 	<ul style="list-style-type: none"> Search engines, queries Recognise and take account of currency, relevance, bias and copyright when selecting and using information 	<p>PWCS 01 When learning about the range of jobs and types of social care support available to adults, learners could be encouraged to carry out their own research using ICT. The following websites offer useful resources: http://careerpathways.skillsforcare.org.uk/index.html http://www.socialcarecareers.co.uk/</p> <p>PWCS 04 Learners could be encouraged to carry out research using ICT when learning about employers' and workers' responsibilities regarding health and safety and also to find examples of health and safety training required in the workplace.</p> <p>PWCS 06 When learning about who partnerships in health, social care and children's and young people's settings learners could be encouraged to research who partners might be using ICT. The following websites offer useful resources: http://careerpathways.skillsforcare.org.uk/index.html http://www.socialcarecareers.co.uk/</p>

			<p>PWCS 07 Learners could be encouraged to use ICT to carry out their own research into what is meant by a balanced diet and the recommended daily fluid intake to stay healthy.</p> <p>PWCS 08 Learners could be encouraged to carry out research using ICT to find skills and attitudes essential to work in adult social care (see list provided below based on the Skills for Business Network Employability Guide). The following websites offer useful resources: http://careerpathways.skillsforcare.org.uk/index.html http://www.socialcarecareers.co.uk/ www.scie.careskillsbase.org.uk This website provides practical resources for looking at skills for life needs for all social care staff. It includes a number of bespoke scenarios and tests which can be used by employers or training providers to assist them in assessing skills of workers and learners.</p> <p>PWCS 10 When learning about the responsibilities of the adult social care worker learners could be encouraged to carry out research using ICT. Also when learning about others that adult social care workers may work in partnership with, and when learning about daily tasks in a range of adult social care roles. The following websites offer useful resources: http://careerpathways.skillsforcare.org.uk/index.html http://www.socialcarecareers.co.uk/</p> <p>Intro MU 1.1 When learning about the range of service provision</p>
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	<p>Developing, presenting and communicating information</p> <ul style="list-style-type: none"> ▪ Enter, develop and refine information using appropriate software to meet the requirements of straightforward tasks ▪ Use appropriate software to meet requirements of a straightforward data-handling task 	<ul style="list-style-type: none"> ▪ Apply editing, formatting and layout techniques to meet needs, including text tables, graphics, records, numbers, charts, graphs or other digital content ▪ Process numerical data ▪ Display numerical data in a graphical format ▪ Use field names and data types to organise information ▪ Enter, search, sort and edit records 	<p>Throughout the units learners could be encouraged to present their work using appropriate software to meet the requirements of the task. This would enable them to apply editing, formatting and layout techniques, including text, tables, graphics, records, numbers, charts graphs etc as appropriate.</p>

	<ul style="list-style-type: none"> ▪ Use communications software to meet requirements of a straightforward task ▪ Combine information within a publication for a familiar audience and purpose ▪ Evaluate own use of ICT tools 	<ul style="list-style-type: none"> ▪ Read, send, and receive electronic messages with attachments ▪ Demonstrate understanding of the need to stay safe and to respect others when using ICT-based communication ▪ For print and for viewing on screen ▪ Check for accuracy and meaning ▪ At each stage of a task and at the task's completion 	
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Skills and attitudes essential to work in adult social care – unit PWCS 08

The following list of skills and attributes has been taken from the Skills for Business Network Employability Guide, Skills Toolkit for Employers. This guide was produced by Asset Skills as part of the employability project and cuts across all sectors. Skills for Care have identified the skills highlighted which are particularly appropriate for the adult social care sector:

Skills and attitudes essential to work in adult social care include:

- Write and speak so that others listen and understand
- Read and understand information shown in a variety of ways including, written and spoken English
- Listen and ask questions to understand other people's points of view
- Understand the need to be reliable and dependable
- Give examples of a care worker acting responsibly and being accountable in a care work setting
- Understand the purpose of policies and procedures in a social care workplace
- Demonstrate an ability to assess situations and identify problems and suggest solutions in a social care workplace scenario
- Know how to help 'customers' and deal with their questions and problems
- Demonstrate willingness to work in a team
- Demonstrate an ability to work well with others
- Be open and respond well to simple changes
- Show interest, initiative and effort
- Understand the need to gain skills and knowledge to support and develop your work
- Be willing to learn from mistakes and accept feedback and offer feedback to others in a positive way

- Be willing to reflect on practice and improve
- Be willing to share skills and to provide feedback to others in a positive way
- Be able to use every day technology such as mobile phones, email applications and basic word processing
- Be able to make estimates and check calculations for accuracy
- Understand how to add, subtract, multiply and divide numbers and give examples of when each should be used in day to day social care work
- Observe and record data accurately and legibly

The full guide can be found at:

<http://www.assetskills.org/CrossSectorSkills/EmployabilityKeyDocuments.aspx>