

Functional Skills Toolkit

Aspiring Trainee Nursing Associate Functional Skills

Amended December 2019

Background

The Nursing Associate role was developed post “The Shape of Caring report” which was commissioned by Health Education England (HEE). Nursing Associates are an England only role, regulated by the Nursing and Midwifery Council and have standards of proficiency from across all four fields of nursing.

The report contained a series of recommendations about the future of the nursing workforce including developing flexible routes into nurse education and valuing the role of the health care assistant.

Many support workers who wish to progress into training as nursing associates will have the fundamental caring skills and ability to carry out complex care but for many reasons may not hold the qualifications that Universities are looking for when applying for a place as a trainee nursing associate. The most common of these is where people don't hold the required qualifications in English and/ or maths.

For the workforce to continue to grow and realise the potential for all Support Staff, new partnerships and pathways to achieve Functional Skills qualifications in English and maths need to be developed.

Whilst there are variations between education providers nationally, the majority will ask for Functional Skills Level 2 in maths and English as an entry requirement from 2019 onwards.

To support organisations to support their aspiring TNA's, HEE London have invested in a Functional Skills assessment and diagnostic tool and produced this toolkit.

This toolkit will enable employers to assess and understand current learning levels of your aspiring TNA's and then signpost them to the most appropriate provision and resources to meet their individual learning needs.

Functional Skills in context

For the TNA programme, Functional Skills are the essential Maths and English skills that all adults and young people need to have for their working and personal lives.

Functional Skills qualifications allow people to study in practical ways; applying key skills to actual situations so that the things they learn come in useful every day, at work or home.

Functional skills underpin problem-solving, instill confidence and heighten an individual's ability to learn.

Being functional means:

(Source - Excellence Gateway)

- Ability to apply knowledge and skills and respond appropriately to all sorts of real-life contexts.
- Having the mental agility to take on challenges in a range of new and often unforeseen settings.
- Being able to work out independently what to do.
- Recognising and expecting that tasks may require persistence, thoughtfulness, struggle and reflection

To assist you in supporting a learner on their Functional Skills journey and gain their qualification this toolkit provides:

1. A potential pathway post-diagnostic assessment, detailing the learning options and suitability of those options dependent on learners needs.
2. An overview of the levels of Functional Skills learning
3. Overview of how to source local provision from Further Education Colleges (FE)
4. Links to online Functional Skills support

Flow chart detailing diagnostic assessment

Does the candidate have a GCSE Maths & English at grades 4-9 or C – A* OR Functional Skills Level 2 in Maths and English?

Certificates for either qualification must be produced at assessment Centre.

YES

No further action needed.
Requirements for English & Maths met

NO

Candidate needs to undertake an initial diagnostic assessment to determine the current level of Maths and English learning. Outcome of assessment determines the recommended pathway to achieving Functional Skills qualifications.

To access tool please email TNAenquiries.london@hee.nhs.uk

Below GCSE level

Need to achieve L1 (8-12 wks.) then progress to L2 (8-12week programme)

Courses can be delivered either online or in person

Equivalent to GCSE grades 2 - 3 (D or E)

Direct to a L2 programme taking 8-14 weeks to complete in a classroom or online

Candidate to be advised to work towards joining a later cohort

Level 2

Equivalent to GCSE grades 4 - 9 (C – A*)

Candidate can achieve via in person fast-track revision course or 4 week online programme

English Level	You will learn to
Entry 1	<ul style="list-style-type: none"> • Ask simple questions to get specific information • Read and understand simple words and sentences • Understand short texts on familiar topics and experiences • Use written words and phrases to present information • Write simple sentences using full stops • Spell correctly some personal or very familiar words
Entry 2	<ul style="list-style-type: none"> • Make appropriate contributions in a conversation and make yourself clearly understood • Ask and respond to straightforward questions • Read and understand simple instructions and directions • Record and present information in writing • Use common punctuation correctly e.g. upper and lower case, full stops and question marks • Spell common words correctly
Entry 3	<ul style="list-style-type: none"> • Clarify and confirm understanding • Give your own point of view and respond appropriately to someone else's • Use appropriate language in formal discussions and conversations • Understand the main points of a texts • Use a logical and clear sequence when writing an email, a letter or longer texts • Use basic grammar correctly • Check your written work for accuracy, including spelling
Level 1	<ul style="list-style-type: none"> • Prepare for and contribute to the formal discussion of ideas and opinions • Present information and points of view clearly using appropriate language • Read and understand texts in detail • Use correct grammar and accurate punctuation
Level 2	<ul style="list-style-type: none"> • Present information and ideas clearly and persuasively to others • Make significant contributions to discussions, taking a range of roles and helping to move the discussion forward • Read and succinctly summarise information and ideas from different sources • Present information on complex subjects clearly and concisely • Use a range of writing styles for different purposes • Punctuate written text using commas and apostrophes

Entry Level 1	
Using numbers and the number system	<ul style="list-style-type: none"> • Read, write, order and compare numbers up to 20 • Use whole numbers to count up to 20 items including zero • Add numbers which total up to 20, and subtract numbers from numbers up to 20 • Recognise and interpret the symbols +, – and = appropriately
Using common measures, shape and space	<ul style="list-style-type: none"> • Recognise coins and notes and write them in numbers with the correct symbols (£ & p), where these involve numbers up to 20 • Read 12 hour digital and analogue clocks in hours • Know the number of days in a week, months, and seasons in a year. Be able to name and sequence • Describe and make comparisons in words between measures of items including size, length, width, height, weight and capacity • Identify and recognise common 2-D and 3-D shapes including circle, cube, rectangle (incl. square) and triangle • Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above
Handling information and data	<ul style="list-style-type: none"> • Read numerical information from lists • Sort and classify objects using a single criterion • Read and draw simple charts and diagrams including a tally chart, block diagram/graph
Solving mathematical problems and decision making	<ul style="list-style-type: none"> • Use given mathematical information and recognise and use simple mathematical terms appropriate to Entry Level 1 • Use the methods given above to produce, check and present results that make sense • Provide a simple explanation for those results

Entry Level 2	
Using numbers and the number system	<ul style="list-style-type: none"> • Count reliably up to 100 items • Read, write, order and compare numbers up to 200 • Recognise and sequence odd and even numbers up to 100 • Recognise and interpret the symbols +, – , x, ÷ and = appropriately • Add and subtract two-digit numbers • Multiply whole numbers in the range 0x0 to 12x12 (times tables) • Know the number of hours in a day and weeks in a year. Be able to name and sequence • Divide two-digit whole numbers by single-digit whole numbers and express remainders • Approximate by rounding to the nearest 10, and use this rounded answer to check results • Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes • Read, write and use decimals to one decimal place
Using common measures, shape and space	<ul style="list-style-type: none"> • Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p) • Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock • Use metric measures of length including millimetres, centimetres, metres and kilometres • Use measures of weight including grams and kilograms • Use measures of capacity including millilitres and litres • Read and compare positive temperatures • Read and use simple scales to the nearest labelled division • Recognise and name 2-D and 3-D shapes including pentagons, hexagons, cylinders, cuboids, pyramids and spheres • Describe the properties of common 2-D and 3-D shapes including numbers of sides, corners, edges, faces, angles and base • Use appropriate positional vocabulary to describe position and direction including between, inside, outside, middle, below, on top, forwards and backwards
Handling information and data	<ul style="list-style-type: none"> • Extract information from lists, tables, diagrams and bar charts • Make numerical comparisons from bar charts • Sort and classify objects using two criteria • Take information from one format and represent the information in another format including use of bar charts

Solving mathematical problems and decision making	<ul style="list-style-type: none"> • Use given mathematical information including numbers, symbols, simple diagrams and charts • Recognise, understand and use simple mathematical terms appropriate to Entry Level 2 • Use the methods given above to produce, check and present results that make sense • Present appropriate explanations using numbers, measures, simple diagrams, simple charts and symbols appropriate to Entry Level 2.
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Entry Level 3

Using numbers and the number system	<ul style="list-style-type: none"> • Count, read, write, order and compare numbers up to 1000 • Add and subtract using three-digit whole numbers • Divide three-digit whole numbers by single and double digit whole numbers and express remainders • Multiply two-digit whole numbers by single and double digit whole numbers • Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results • Recognise and continue linear sequences of numbers up to 100 • Read, write and understand thirds, quarters, fifths and tenths including equivalent forms • Read, write and use decimals up to two decimal places • Recognise and continue sequences that involve decimals
Using common measures, shape and space	<ul style="list-style-type: none"> • Calculate with money using decimal notation and express money correctly in writing in pounds and pence • Round amounts of money to the nearest £1 or 10p • Read, measure and record time using am and pm • Read time from analogue and 24 hour digital clocks in hours and minutes • Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division • Compare metric measures of length including millimetres, centimetres, metres and kilometres • Compare measures of weight including grams and kilograms • Compare measures of capacity including millilitres and litres • Use a suitable instrument to measure mass and length • Sort 2-D and 3-D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles • Use appropriate positional vocabulary to describe position and direction including eight compass points and including full/half/quarter turns
Handling information and data	<ul style="list-style-type: none"> • Extract information from lists, tables, diagrams and charts and create frequency tables • Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs • Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts
Solving mathematical problems and decision making	<ul style="list-style-type: none"> • Use given mathematical information including numbers, symbols, simple diagrams and charts • Recognise, understand and use simple mathematical terms appropriate to Entry Level 3 • Use the methods given above to produce, check and present results that make sense to an appropriate level of accuracy • Present results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3

Level 1

Using numbers and the number system	<ul style="list-style-type: none"> • Read, write, order and compare large numbers (up to one million) • Recognise and use positive and negative numbers • Multiply and divide whole numbers and decimals by 10, 100, 1000 • Use multiplication facts and make connections with division facts • Use simple formulae expressed in words for one or two-step operations • Calculate the squares of one-digit and two-digit numbers • Follow the order of precedence of operators • Read, write, order and compare common fractions and mixed numbers • Find fractions of whole number quantities or measurements • Read, write, order and compare decimals up to three decimal places • Add, subtract, multiply and divide decimals up to two decimal places • Approximate by rounding to a whole number or to one or two decimal places • Read, write, order and compare percentages in whole numbers • Calculate percentages of quantities, including simple percentage increases and decreases by 5% and multiples thereof
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	<ul style="list-style-type: none"> • Estimate answers to calculations using fractions and decimals • Recognise and calculate equivalences between common fractions, percentages and decimals • Work with simple ratio and direct proportions
Using common measures, shape and space	<ul style="list-style-type: none"> • Calculate simple interest in multiples of 5% on amounts of money • Calculate discounts in multiples of 5% on amounts of money • Convert between units of length, weight, capacity, money and time, in the same system • Recognise and make use of simple scales on maps and drawings • Calculate the area and perimeter of simple shapes including those that are made up of a combination of rectangles • Calculate the volumes of cubes and cuboids • Draw 2-D shapes and demonstrate an understanding of line symmetry and knowledge of the relative size of angles • Interpret plans, elevations and nets of simple 3-D shapes • Use angles when describing position and direction, and measure angles in degrees
Handling information and data	<ul style="list-style-type: none"> • Represent discrete data in tables, diagrams and charts including pie charts, bar charts and line graphs • Group discrete data and represent grouped data graphically • Find the mean and range of a set of quantities • Understand probability on a scale from 0 (impossible) to 1 (certain) and use probabilities to compare the likelihood of events • Use equally likely outcomes to find the probabilities of simple events and express them as fractions
Solving mathematical problems and decision making	<ul style="list-style-type: none"> • 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

Level 2	
Using numbers and the number system	<ul style="list-style-type: none"> • Read, write, order and compare positive and negative numbers of any size • Carry out calculations with numbers up to one million including strategies to check answers including estimation and approximation • Evaluate expressions and make substitutions in given formulae in words and symbols • Identify and know the equivalence between fractions, decimals and percentages • Work out percentages of amounts and express one amount as a percentage of another • Calculate percentage change (any size increase and decrease), and original value after percentage change • Order, add, subtract and compare amounts or quantities using proper and improper fractions and mixed numbers • Express one number as a fraction of another • Order, approximate and compare decimals • Add, subtract, multiply and divide decimals up to three decimal places • Understand and calculate using ratios, direct proportion and inverse proportion • Follow the order of precedence of operators, including indices
Use of measures, shape and space	<ul style="list-style-type: none"> • Calculate amounts of money, compound interest, percentage increases, decreases and discounts including tax and simple budgeting • Convert between metric and imperial units of length, weight and capacity using a) a conversion factor and b) a conversion graph • Calculate using compound measures including speed, density and rates of pay • 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) • 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) • Calculate actual dimensions from scale drawings and create a scale diagram given actual measurements • Use coordinates in 2-D, positive and negative, to specify the positions of points • Understand and use common 2-D representations of 3-D objects • Draw 3-D shapes to include plans and elevations • Calculate values of angles and/or coordinates with 2-D and 3-D shapes

Handling information and data	<ul style="list-style-type: none"> • Calculate the median and mode of a set of quantities • Estimate the mean of a grouped frequency distribution from discrete data • Use the mean, median, mode and range to compare two sets of data • Work out the probability of combined events including the use of diagrams and tables, including two-way tables • Express probabilities as fractions, decimals and percentages • Draw and interpret scatter diagrams and recognise positive and negative correlation
Solving mathematical problems and decision making	<ul style="list-style-type: none"> • 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

Examples of Functional Skills papers

English - Reading and Writing

[Question paper reading level 1](#)

[Mark scheme reading level 1](#)

[Question paper writing level 1](#)

[Mark scheme writing level 1](#)

[Question paper reading level 2](#)

[Mark scheme reading level 2](#)

[Question paper writing level 2](#)

[Mark scheme writing level 2](#)

Maths

[Question paper mathematics level 1](#)

[Mark scheme mathematics level 1](#)

[Question paper mathematics level 2](#)

[Mark scheme mathematics level 2](#)

A full list of question papers and mark schemes can be found [here](#) for English and [here](#) for maths.

Sourcing Local Provision from training providers

Functional Skills courses can be delivered either by a local Further Education college, Local Authority or by an independent training provider. You should be able to google providers within your area. We would advise you check with the provider if they are able to receive the Adult Education Learning Budget to ensure the cost is free to you as an employer, for eligible learners.

Most Functional Skills provision is free of charge providing the learner meets the criteria which allows funding to be drawn down. Functional Skills teaching and examination is free to any learner who does not hold maths and/or English GCSE at C or above (or equivalent).

Functional Skills support – additional online links



[Health & Social Care specific resource](#) and/or General [maths](#) and [English](#) revision

BBC Skillswise is a free-to-access website for adult numeracy and literacy tutors and students, with printable worksheets and factsheets and online games, videos and quizzes that can be used in class or by students at home. We currently cover Entry 3 and Level 1 of the Skills for Life numeracy and literacy core curricula, and plan to add more content in the future.



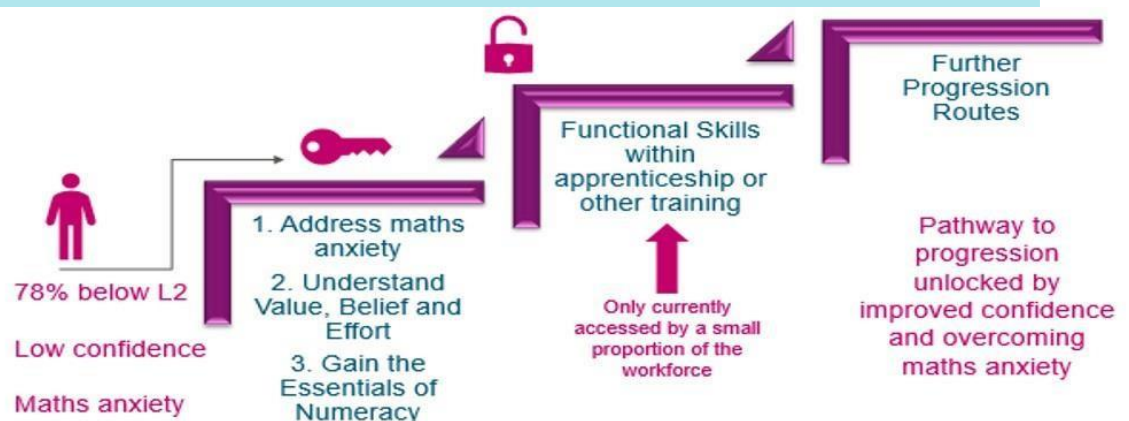
SkillCheck

A tool created by unionlearn for the use of unions to help deliver learning in the workplace. The tool contains three learning themes designed to help engage with learners, providing both an initial assessment and a way to encourage further learning.



National Numeracy's online resource helps staff build confidence with numbers and allows them to gain the Essentials of Numeracy – the skills needed for work and everyday life.

The tool acts as a useful steppingstone for those who lack the confidence and skills needed to attain formal qualifications. It supports staff in overcoming their anxieties around maths so that they feel able to access progression routes.



The resource is:

- Based only on everyday maths skills in real world situations.
- Adaptive to the learner's level in multiple choice format.
- Equipped with learning resources to support the learners needs.
- Accessible on mobile phones and tablets as well as PCs and laptops.
- Can be accessed at any time and as many times as the learner needs.

Access the resource at www.nnchallenge.org.uk/haso

Department for Business innovation and skills - Impact of Poor Basic Literacy and Numeracy on Employers

Prevalence of poor basic skills in workplaces

There is a lack of consensus on how to define (and, therefore, measure) literacy and numeracy needs and deficits within a workplace context. Employers often view employees' skills as a holistic group of functional and social skills of which literacy and numeracy are only two components. This research attempted to address this conceptual issue by moving away from abstract, broad-brush notions of literacy and numeracy and, instead, focused on specific real-world examples of work-based activities³. In this way, respondents would be encouraged to think about the use of literacy and numeracy within their workplace. One in eight (12%) workplaces in England report a literacy and/or numeracy gap whereby at least one member of staff is unable to perform certain literacy or numeracy tasks to the level required in their day-to-day job. More workplaces report a literacy gap than numeracy gap (8.6% vs 6.6%). Only 3.2% of workplaces report a deficit in both.

Edexcel and Pearson – about the qualification

Specification of Functional Skills

Functional Skills English qualifications are designed to give learners the skills to operate confidently, effectively and independently in education, work and everyday life. They have been created in response to employers' perceptions that many learners are not achieving a sufficiently firm grounding in the basics. These qualifications have been accredited onto the National Qualifications Framework (NQF) and are eligible for public funding as determined by the Department for Education (DfE) under Section 96 of the Learning and Skills Act 2000. For details on funding availability, please check the Learning Aim Reference Service (LARS), which replaces the Learning Aim Reference Application. Centres should use the Qualification Number (QN) when they seek public funding for their learners.

GOV.UK

Functional skills qualifications: requirements and guidance

<https://www.gov.uk/government/collections/functional-skills-qualifications-requirements>

Reform of functional skills

<https://youtu.be/OUep-OM7qO4>

Funding requirements

<https://www.gov.uk/government/publications/adult-education-budget-funding-rates-and-formula-2018-to-2019>

Content for FS English

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682834/Functional_Skills_Subject_Content_English.pdf

Content for FS Mathematics

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/684807/Functional_Skills_Subject_Content_Mathematics.pdf