



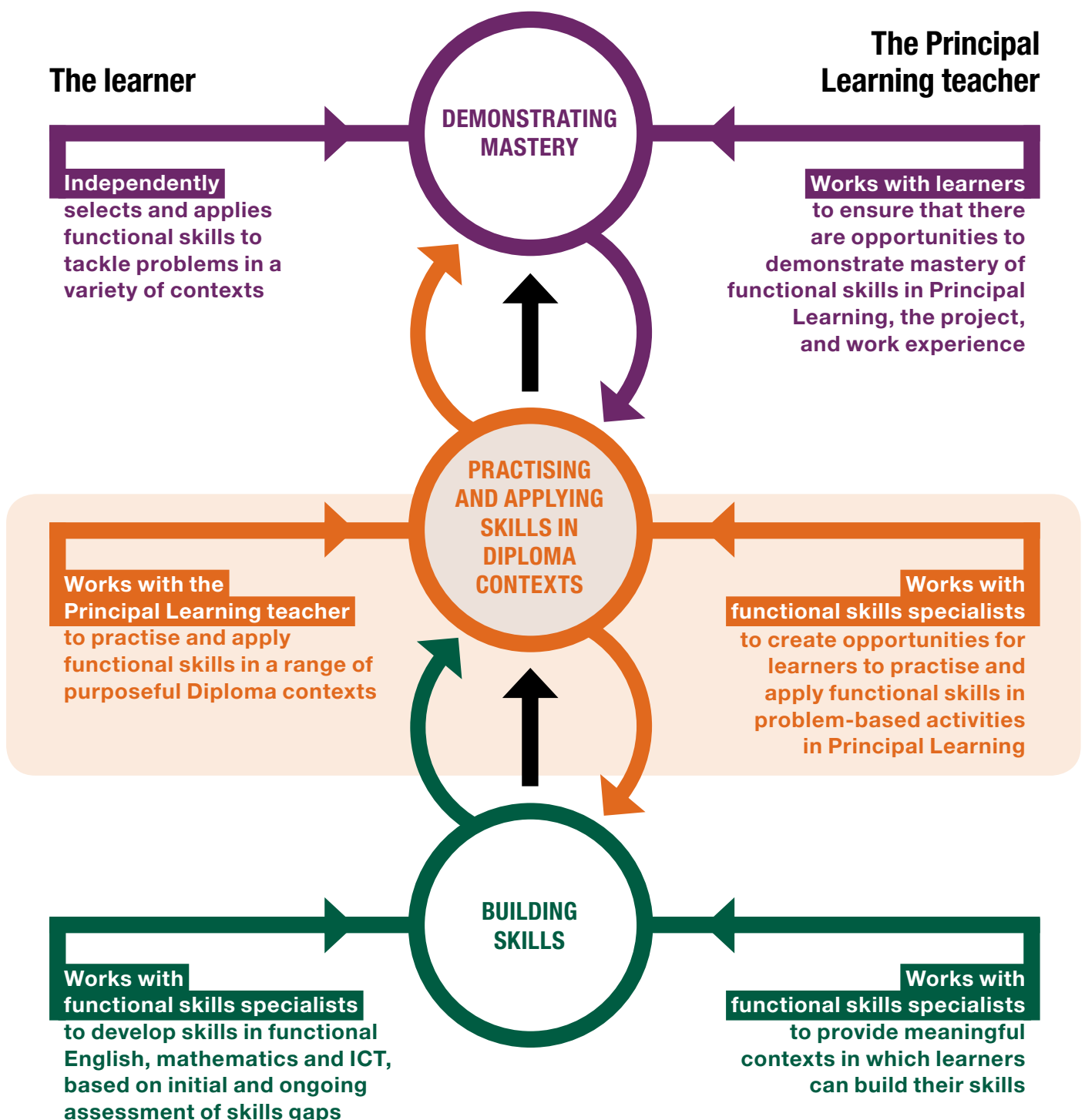
Functional skills in Diplomas

Society, Health and Development

This booklet has been produced for teachers of Principal Learning in the Diploma in Society, Health and Development, at any level. It assumes that, while you are not a functional skills specialist, you have a basic knowledge and understanding of functional skills and their central role in the Diploma.

The role of the Principal Learning teacher: developing learners' functional skills in the Diploma in SHD

The diagram below aims to show how the learner, the Principal Learning teacher, and the functional skills specialists should work as a team to enable the learner to achieve mastery in functional skills. The diagram is of course a model rather than a description of what happens in the real world of learning. In practice, each learner will start from a different level of competence in each functional skill or sub-skill and will develop and master the skills in different ways and at different speeds, often returning to an earlier stage to reinforce learning. Similarly, learners will continue to build their skills as they practise and apply them. When they have achieved mastery, learners will continue to develop and transfer their skills in other contexts.



Approaches to the delivery of functional skills

‘ I can’t think of any role in community justice that could function effectively without a good knowledge and application of English, mathematics and ICT. ’

Joan Porter, North Liverpool Community Justice Centre

‘ The new Diplomas bring an exciting and innovative approach to learning. As an employer, I am pleased to see that the functional and personal, learning and thinking skills have been given significant emphasis as they are extremely important in the workplace and need to be developed in conjunction with academic learning. ’

Julie Bond, NHS Academy NW

Research and experience have shown that the most effective approaches to teaching and learning these skills involve some degree of embedding or integration into wider programmes of learning. Learners are motivated when they find that improving their functional skills helps them to do better in the rest of their programme. They learn that these skills are transferable and relevant in many situations.

When considering the delivery of functional skills in the Diploma in SHD, it is helpful to think in terms of four possible approaches:*

*To find out more about these approaches and how they might work in your context, look at *Managing delivery of functional skills* (LSIS, 2008).

Discrete

Functional skills are taught by specialists separately from other areas of the Diploma.

Partly embedded

Functional skills are taught by specialists and are flexibly applied in a range of Diploma contexts.

Mostly embedded

Functional skills are taught by specialists, and are reinforced and applied in a range of purposeful contexts within and across the Diploma programme.

Fully embedded

Functional skills are taught, developed and applied by all teachers across the Diploma programme. Learners use naturally occurring opportunities for functional skills development.

Discrete delivery of functional skills defeats the object of developing learners’ ability to apply functional skills in purposeful contexts. It is therefore likely that, in the early stages of delivering the Diploma in SHD, your approach will be in the range from ‘Partly embedded’ to ‘Mostly embedded’. The aim is to move towards ‘Fully embedded’, while retaining the emphasis on learners being able to transfer their skills to a wide range of contexts in education, work, and life in general.

Crucially, whatever approach is taken in your centre or consortium, you will need to plan how the functional skills will be integrated into SHD Principal Learning. This will mean working in a team with other teachers, especially functional skills teachers, as shown in the diagram opposite, and will require the full support of your senior management or leadership team.

The activities that follow demonstrate how you can provide opportunities for learners to practise and apply functional skills in the Diploma in SHD and to help them reflect on how they can use the skills independently in other contexts. On page 10, there is a planning tool designed to help you plan your delivery of an activity that develops learners’ functional skills in the context of the Diploma.

Activity 1

Suitable for:
**Foundation
Diploma;
Unit 1.**

Level 1
functional ICT,
English.

Promoting support available to the local community

Aims

This activity will help learners explore how the needs of individuals are addressed by professionals working in the children, young people, social care, community justice and health sectors. They will find out about the agencies in their region, and the role of each agency in assessing, reviewing and supporting individual needs in the community.

There will be a focus on functional ICT to develop and present a leaflet about local services. The activity will also involve aspects of functional English, and provides opportunities for collaborative learning.

Learners will:

- identify the main agencies and professionals in their region
- explain the role of each agency in meeting individual needs.

The coloured text shows some of the opportunities to develop functional skills and PLTS, and draws attention to the teaching and learning approaches that are being used in this activity.

FE
Functional English

FM
Functional
mathematics

FICT
Functional ICT

PLTS
Personal, learning
and thinking skills

PLTS teamworkers

FE L1 Take full part in discussions

Active learning

Co-operative learning

FICT L1 Select and use a variety of sources of information

FICT L1 Access, search for, select and use ICT-based information and evaluate its fitness for purpose

FE L1 Read and understand text and take appropriate action

FE L1 Present information in a logical sequence

FICT L1 Bring together information to suit content and purpose

FICT L1 Enter, develop and format information

FE L1 Write documents to communicate information

FICT L1 Present information in ways that are fit for purpose and audience

FICT L1 Interact with and use ICT systems independently

PLTS reflective learners

1

Introduce the activity. Explain that individuals sometimes find it difficult to access the right health or care support because they are unaware that this support exists. Learners will work in one or more groups of 2–4 to research the support available and produce a user-friendly leaflet for the community.

Discuss with learners how they will be able to ensure that the leaflet is fit for purpose – you could show them a range of documents such as leaflets and advertisements and ask them to identify the audience and purpose of each. Discuss also how ICT may have been used in researching and producing them.

2

Ask groups to plan how they will approach, share out and record the research work. They should then use the internet and other sources to research the various types of support available. They will need to identify the services in your area, and find out the roles and contact details of each one.

Groups then enter this information in an appropriate ICT format such as a spreadsheet or word-processed table.

3

Groups decide on which services will feature in the leaflet and the amount of information that will be required. As this Principal Learning unit stresses the importance of respecting individuals' beliefs and physical, intellectual, developmental, emotional, social and spiritual needs, learners should demonstrate their awareness of these issues as they make their decisions.

Groups should produce a short plan for their leaflet indicating length, audience and purpose, and listing which services will be included and what information will be provided about each.

4

Groups draft the leaflet. They should ensure that the information is accurate and relevant for readers and that the leaflet uses language that readers will find easy to understand.

5

Finally, groups develop a format to produce and present their leaflet using ICT. The leaflet should be attractive with appropriate design features. They should check and proof-read their leaflet, to ensure it is accurate.

6

Encourage learners to reflect on how well they tackled the activity, and the functional skills they have used and developed.

Extension ideas

- Learners may wish to consider providing some information in languages other than English if this is appropriate – for example, if some learners come from different minority ethnic groups.

- It would be possible to extend the activity to Level 2 functional ICT – you may wish to work together with colleagues to analyse the functional ICT standards and identify possible ways of doing this in order to tailor it to your curriculum delivery objectives.

Activity 2

Suitable for:
**Higher
Diploma;
Unit 4.**

Level 2
functional
English,
mathematics,
ICT.

Healthy eating in schools

Aims

This activity will help learners to explore issues of health, wellbeing and lifestyle by examining the eating habits of school pupils. In the process they will practise working in a team and liaising with local organisations.

There will be a focus on functional English skills in research and reporting although the activity will also involve aspects of functional mathematics and ICT.

Learners will:

- develop skills to assess an individual's health, wellbeing and lifestyle
- make recommendations for improvement.

The coloured text shows some of the opportunities to develop functional skills and PLTS, and draws attention to the teaching and learning approaches that are being used in this activity.

FE
Functional English

FM
Functional
mathematics

FICT
Functional ICT

PLTS
Personal, learning
and thinking skills

FE L2 Make a range of contributions to discussions

FE L2 Compare, select, read and understand texts

FICT L2 Select and use a variety of sources of information for a complex task

Co-operative learning

PLTS creative thinkers

PLTS independent enquirers

PLTS effective participators

FM L2 Select and apply a range of mathematics to find solutions

FE L2 Make effective presentations

FM L2 Interpret and communicate solutions to practical problems

FE L2 Write documents

Theory and practice

FICT L2 Present information in ways that are fit for purpose and audience

PLTS reflective learners

1

Introduce the activity. Learners will research the eating habits of learners in one (or more) of the schools in your Diploma consortium. Begin with a whole group discussion about healthy eating to clarify the issues involved and then ask small groups of learners to do further research into the topic – the websites shown here are a good starting point.

2

As a whole group, learners should discuss what is involved in preparing a short questionnaire and in particular the difference between open and closed questions – invite examples of both. Ask learners to work in small groups to draft questions that they could ask about eating habits. The whole group should then select the 10–12 most interesting questions and test these out on each other to ensure that they work. One group should edit and design the questionnaire; copies will need to be made.

3

Each small group should then distribute the questionnaire to one class of learners in the school(s). They should decide whether to give the questionnaire to learners, ask teachers to do so, or whether they will ask the questions and fill in the responses themselves. They should consider and resolve issues of ethics, consent and confidentiality (which are a compulsory part of this unit) in making this decision.

4

Each group should collect their completed questionnaires, collate responses and analyse the findings. They should choose and carry out appropriate calculations at appropriate levels of accuracy, record how they do this, and check their calculations.

5

Small groups then take turns to present the findings of their survey to the whole group and compare what they have found.

6

In the light of the presentations and discussion, individual learners will produce a word-processed report that includes recommendations on how changes in eating habits can make a difference to an individual's health and wellbeing. The report should be illustrated with appropriate tables and/or charts.

7

Encourage learners to reflect on how well they tackled the activity, how effectively they worked as a group, and the functional skills they have used and developed.

Useful internet resources

BBC website on healthy living
www.bbc.co.uk/health/healthy_living

Food Standards Agency
www.food.gov.uk/healthiereating

NHS website 'Change 4 life'
www.nhs.uk/Change4Life

Extension ideas

- You could simplify the activity by providing learners with a short interview schedule. Alternatively, if you have access to specialist ICT support, you could use this to help learners deliver the questionnaire as an online survey.
- Learners could make a formal presentation of their findings at a meeting with a local Healthy Schools Team, using a PowerPoint presentation. They could also present their recommendations about how learners might be encouraged to eat more healthily.

Activity 3

Partnership working

Suitable for:
**Advanced Diploma;
Unit 3.**

Level 2
functional
English,
mathematics,
ICT.

Aims

This activity will enable learners to practise skills of planning and costing an event while exploring partnership working – a key aspect of work in this field.

There will be a focus on functional mathematics in preparing costings although the activity will also involve aspects of functional English and functional ICT. There is scope to work independently or in pairs.

Learners will:

- identify the key features of partnership working and the range of partners that can be involved
- investigate how barriers to partnership working can be managed.

The coloured text shows some of the opportunities to develop functional skills and PLTS, and draws attention to the teaching and learning approaches that are being used in this activity.

FE
Functional English

FM
Functional mathematics

FICT
Functional ICT

PLTS
Personal, learning and thinking skills

PLTS self-managers

FE L2 Make a range of contributions to discussions

FM L2 Understand problems; identify the problem and the mathematical methods needed to tackle it

PLTS creative thinkers

PLTS team workers

Co-operative learning

FM L2 Select and apply a range of mathematics to find solutions; use appropriate checking procedures

FM L2 Interpret and communicate solutions to practical problems

FE L2 Make effective presentations

FM L2 Draw conclusions and provide mathematical justifications

FICT L2 Present information in ways that are fit for purpose and audience

PLTS reflective learners

1

Introduce the activity. The senior management team in your area have decided that the standard of collaboration and effective partnership working both within and between teams has fallen below the standard needed. They have decided that an 'away-day' for all teams should be organised.

— Learners will work individually or in pairs to plan and cost this event.

2

— In a group discussion, agree and set a nominal budget for the event that learners should work within. Learners then explore some of the issues in costing and budgeting such an event. You should encourage them to think of the mathematical questions that are raised by these issues, and where they might find information to help them answer these questions in a realistic way.

3

— Learners then, individually or in pairs, decide on the type of event they will organise and list all the things they will need to do to make it happen, bearing in mind issues of ethics, consent and confidentiality. They should identify which teams should be invited, and how many people to involve. They should research suitable venues within easy reach, find out how much they will cost, and consider the catering arrangements. They should also consider what will need doing when, and produce a to-do list or simple Gantt chart.

4

— They should then cost out each activity and produce an analysis to show how the budget will be spent. If necessary, they will have to revise their plan to make sure they stay within budget.

5

— Learners then take turns to present their plan and costings to the group, showing how the event will meet its objectives within the agreed budget, presenting the figures in interesting ways and justifying the decisions and choices they have made. The rest of the group acts as a panel who 'represent' the different teams who would attend the event and who ask questions to probe the plan more thoroughly. Encourage learners to revise their plans and costings in the light of discussion.

6

— Learners should reflect on how effectively they tackled the activity, particularly in relation to their groupwork, and on the functional skills they have used and developed.

Extension ideas

- Learners could additionally research examples of partnership working in the sector and produce a report to present their findings.
- The activity could be readily adapted to another event relevant to learners – for example, organising an outing or planning an open day.

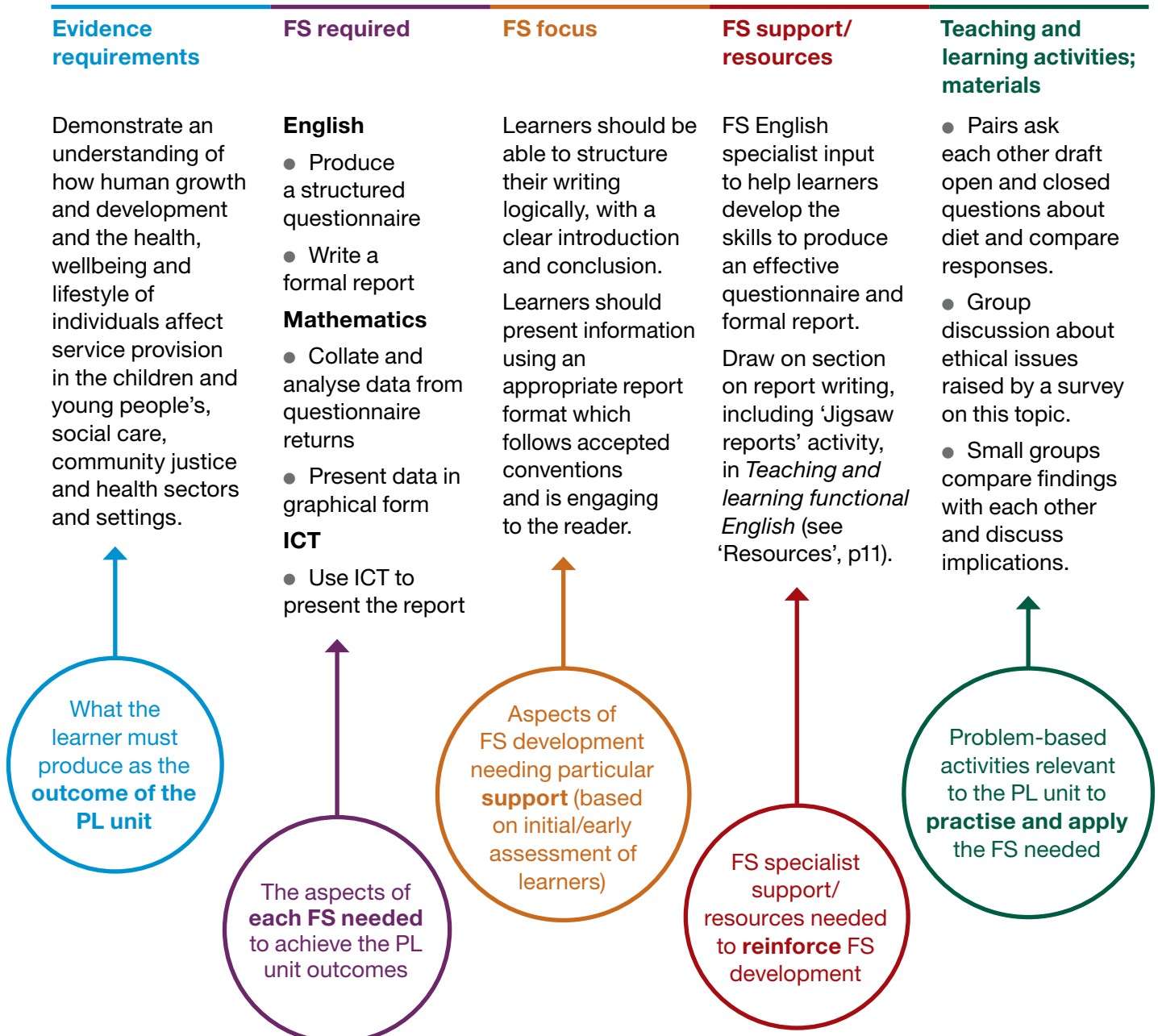
Functional skills in the Diploma in SHD sample planning tool

The planning tool below provides a structure for planning a Diploma activity that integrates functional skills (FS). Note that it starts from the Diploma activity and that the functional skills are naturally required to complete the activity. It is a mistake to distort a Diploma activity simply to ensure that it includes functional skills. As shown in the example completed below, the tool enables you to:

- specify the Diploma activity and evidence requirements
- identify the functional skills needed to carry out the activity
- decide which aspects of functional skills you will focus on
- identify the resources, including support from colleagues, that you will need
- identify the teaching and learning activities and any materials that you will need.

Activity:
Healthy eating in schools

Diploma: Society, Health and Development
Level: Higher **PL unit:** 4
Functional skill level: Level 2



Resources to support functional skills

Managing delivery of functional skills (LSIS, 2008)

<http://excellence.qia.org.uk/169938>

Teaching and learning functional mathematics (LSIS, 2008)

<http://excellence.qia.org.uk/169932>

Teaching and learning functional English (LSIS, 2008)

<http://excellence.qia.org.uk/169929>

Teaching and learning functional ICT (LSIS, 2008)

<http://excellence.qia.org.uk/169935>

Good practice guide: Leading from the middle (LSN, 2007)

www.lseducation.org.uk/user/order.aspx?code=072785

Resources to support the Diploma in Society, Health and Development

Brochure about the Diploma in Society, Health and Development from Skills Active

www.skillsactive.com/training/qualifications/14to19/society-health-and-development-diploma/SHDBROCHURE.pdf

Skills for Health website

www.skillsforhealth.org.uk

Information about the Diploma in Society, Health and Development from the Skills for Justice website

www.skillsforjustice.com/template01.asp?pageid=455

Teaching and Learning Programme resources for Society, Health and Development

<http://teachingandlearning.qia.org.uk/tlp/cpd/cpdbuilder/societyhealth/materialsandpro/index.html>

Links

Diploma Support Programme

www.diploma-support.org

Functional Skills Support Programme

<http://excellence.qia.org.uk/159670>

Helpline: 0870 872 8081 or helpline@lseducation.org.uk

QCA functional skills

www.qca.org.uk/qca_6062.aspx

FAQs

Can learners re-take their functional skills assessments?

Yes. Although learners should not be entered for a functional skill assessment until they are ready, they can re-take it as many times as necessary. Details are available from your awarding body.

If Advanced Diploma learners have GCSE Grade C or above in English, mathematics and ICT, do they have to do functional skills?

Until 2012, all learners on a Diploma programme will have to do functional skills, unless they have already achieved the functional skills qualifications. From 2012, learners with a GCSE grade C or above will have achieved the corresponding functional skill as part of their GCSE.

See also www.qca.org.uk/qca_19077.aspx



CIMS 090005GR
ISBN 9781845727895
© Crown copyright 2009

Produced by the Department
for Children, Schools and
Families www.dcsf.gov.uk

Extracts from this document
may be reproduced for
non-commercial research,
education or training purposes
on the condition that the
source is acknowledged
as Crown copyright, the
publication title is specified,
it is reproduced accurately
and not used in a misleading
context. The permission to
reproduce Crown copyright
protected material does
not extend to any material
in this publication which
is identified as being the
copyright of a third party.

The Learning and Skills Improvement
Service (LSIS) and the National
Strategies (Secondary) are jointly
managing the Functional Skills Support
Programme (FSSP), on behalf of the
Department for Children, Schools and
Families. The Programme provides
materials, training and advice for staff
in centres involved in the functional
skills pilot. For further information,
please contact the functional skills
helpline on 0870 872 8081 or
helpline@lsneducation.org.uk