

## Care Skillsbase: Skills Check 21

### Using Numbers in Ancillary Work

#### Interviewer's pack

##### Contents

- Skills Check guidance, answers and activity
- Feedback form
- Personal development form

Summary	
<b>Suitable for</b>	Ancillary staff
<b>Skill checked</b>	Number skills
<b>Covers</b>	Ancillary work problems involving numbers and calculation
<b>Learning for interviewer</b>	Can the member of staff apply number skills to solve typical problems in ancillary work?
<b>Learning for member of staff</b>	How number skills are used in ancillary work
<b>Approx time needed</b>	Total: 30 minutes (15 minutes for Skills Check and 15 minutes for feedback)
<b>How it works</b>	Asks the person to use number skills to solve seven short problems typical of ancillary work in a care organisation. Discuss the person's answers to check understanding.
<b>Notes</b>	Answers are included with the guidance overleaf.
<b>Before you start</b>	Read the <b>general guidance</b> in the <b>Skills Check</b> area of the Care Skillsbase website.

**We welcome suggestions to improve this Skills Check. Please use the contact form on our website at [www.scie.org.uk/careskillsbase](http://www.scie.org.uk/careskillsbase)**

## Using Numbers in Ancillary Work

### Guidance

Use this Skills Check to find out if the person has the **number skills and knowledge** required for their job.

These problems offer the person an opportunity to use knowledge and skills relating to:

- four rules of arithmetic (addition, subtraction, multiplication, division)
- time (calculations involving hours and minutes)
- money (calculations involving pounds and pence)
- temperature
- simple fractions
- decimals (money)
- useful symbols and language (e.g. £, kilos, °).

Check that the person understands that each problem offers three options:

- try to solve the problem by making calculations and arriving at an answer
- tick a box to show that they do not know how to solve the problem
- tick a box to show that they do not understand the question.

Say that at work it is not always possible to use a calculator and because of that you want the inductee to try to solve the problems without one.

Tell the person that no overall score is awarded. The point of the Skills Check is to see how they get on with the different problems.

Point out the instruction to note their workings. This will help you understand their answers afterwards.

Tell the inductee to spend about ten minutes on the Skills Check and not to worry if they can't do one or more of the problems. They should just move on to the next.

Tell them to let you know when they have done all they can. If they have not finished after ten minutes, stop them anyway and ask them to show you how they got on.

Before you go through their answers (correct answers follow), ask the person what they thought of the Skills Check and if it seemed relevant to their work.

## Answers

Note: The workings-out shown here are just one of the possible ways to arrive at a correct solution. There are other ways to arrive at the right answer.

### 1. Coffee duty

Addition :  $7+18+26+12 = 63$

**Answer: 63 cups**

### 2. Planning your work

Time (hours, minutes); subtraction: 1 hour minus  $\frac{1}{2}$  an hour = 30 mins; minus  $\frac{1}{4}$  of an hour (15 mins) = 15 mins; minus 10 mins = 5 mins

**Answer: 5 mins**

### 3. Ordering supplies

Division and multiplication:

**Gloves:**  $40 \div 10$  pairs per box = 4 boxes

**Washing up liquid:** 2 packs of 3 washing-up liquid bottles give 6 bottles; 1 pack gives only 3 bottles = 2 packs needed

**Bottles of bleach:**  $24 \div 6$  bottles in a box = 4 boxes needed

**Toilet rolls:** box of 20 rolls  $\times 6 = 120$  rolls;  $\times 7 = 140$ ; 7 boxes needed for 125 rolls

**Answer: 4 boxes of gloves, 2 packs of washing up liquid, 4 boxes of bleach, 7 boxes of toilet rolls**

### 4. Laundry bag

Weight, addition, division:  $14.3 \text{ kg} + 9.8 \text{ kg} + 22.6 \text{ kg} = 46.7 \text{ kg}$ ;  $46.7 \div 10 =$  more than 4; 5 bags will be needed, although the fifth bag need only hold 6.7 kg.

**Answer: 5 bags**

## 5. Shift hours

Time, money, addition, multiplication:  $7.30 \text{ a.m.} + 4\frac{1}{2} \text{ hours} = 12 \text{ noon}$ ;  $\pounds 5.38 \times 4\frac{1}{2} \text{ hours} = 4 \times 5.38 = \pounds 21.52$ ;  $\frac{1}{2} \text{ of } 5.38 = \pounds 2.69$ ;  $= \pounds 24.21$

**Answer: (a) 12 noon; (b) £24.21**

## 6. Fridge temperatures

Temperature, negative numbers, addition, subtraction: should be kept between  $1^{\circ}\text{C}$  and  $5^{\circ}\text{C}$ . Fridge A is  $7.5^{\circ}\text{C}$  minus  $5^{\circ}\text{C} = 2.5^{\circ}$ . Fridge B is  $1^{\circ}$  minus  $-2.5^{\circ}\text{C} = 3.5^{\circ}$

**Answer: (a) Fridge A = at least  $2.5^{\circ}$  (b) Fridge B = at least  $3.5^{\circ}$**

## 7. Is there enough cleaner?

$150 \text{ ml} \times 15 \text{ rooms} = 2250 \text{ ml}$ ;  $1000 \text{ ml} = 1 \text{ litre}$ ;  $2250 = 2.25 \text{ litres}$

**Answer: No**

# Understand the Job: Using Numbers in Ancillary Work

Problem-solving is a vital part of health and social care work. Use this activity to learn more about typical problems and the **number skills** that help solve them.

First, write your name and today's date on the line below.

(First name)

(Last name)

(Date: Day-Month-Year)

.....

**Please show your workings!** Even if you can do the problem in your head, please note the calculations you made to help the interviewer understand how you solved the problem.

## Example problem showing how to note your calculations

You work five days a week. You drive five miles to work and five miles back home each day. How many miles do you drive to and from work each week?

For your workings

**Answer:** *50 miles*

$$5 + 5 = 10 \text{ miles}$$

$$10 \times 5 \text{ days} = 50 \text{ miles}$$

or I don't know how to work this out

or I don't understand the question

## Problems

### 1. Coffee duty

You are doing 'coffee duty' today. The order is: 7 black coffees, 18 white coffees, 26 teas and 12 hot chocolates. How many cups do you need?

For your workings

**Answer:**

or I don't know how to work this out

or I don't understand the question

## Understand the Job: Using Numbers in Ancillary Work (continued)

### 2. Planning your work

You have 1 hour left on your shift. It will take you  $\frac{1}{2}$  an hour to clean the floor in the main kitchen,  $\frac{1}{4}$  of an hour to collect and wash the tea cups and 10 minutes to sort out the linen cupboard. How much time will you have left to put your equipment away?

For your workings

**Answer:**

or I don't know how to work this out

or I don't understand the question

### 3. Ordering supplies

Your organisation needs 40 pairs of gloves, 125 toilet rolls, 24 bottles of bleach and 5 bottles of washing-up liquid. There is an order form below. It shows how items are supplied. Complete the order form to make sure your organisation has what it needs.

For your workings

or I do not know how to work this out

or I don't understand the question

#### Order form

Item	How supplied	Quantity ordered
Gloves	Box of 10 pairs	box(es)
Washing up liquid	Pack of 3 bottles	pack(s)
Bleach	Box of 6 bottles	box(es)
Toilet rolls	Boxes of 20 rolls	box(es)



## Understand the Job: Using Numbers in Ancillary Work (continued)

<b>6. Fridge temperatures</b>	
Fridge temperature should be kept between $1^{\circ}\text{C}$ and $5^{\circ}\text{C}$ . Fridge A is $7.5^{\circ}\text{C}$ . How much lower should it be? Fridge B is $-2.5^{\circ}\text{C}$ . How much higher should it be?	
For your workings	<b>Answer</b> <b>Fridge A: at least</b> <b>Fridge B: at least</b>
<i>or</i> I don't know how to work this out <input type="checkbox"/>	<i>or</i> I don't understand the question <input type="checkbox"/>

<b>7. Is there enough cleaner?</b>	
It takes 150 ml of cleaner to clean a room. Your container holds 2 litres of cleaner. You have 15 rooms to clean. Is there enough in your container?	
For your workings	<b>Answer:</b>
<i>or</i> I do not know how to work this out <input type="checkbox"/>	<i>or</i> I don't understand the question <input type="checkbox"/>

<b>Feedback form</b>	Date:		
Staff member's name			
Staff member's job title			
Interviewer's name			
Interviewer's job title			
<b>1. Interviewer's view</b> The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Can solve typical care problems effectively.			
b. Can communicate effectively about typical care problems.			
<b>2. Interviewer's reasons</b> The member of staff ...	<b>No</b>	<b>Partly</b>	<b>Yes</b>
a. Understood the questions (knowledge of key words, symbols and concepts).			
b. Used number skills and knowledge to solve the problems; did not guess the answers (knowledge of how to solve problems).			
c. Gave the correct answer (ability to make accurate calculations).			
d. Wrote calculations and answers clearly (legibility).			
e. Completed the activity within the allocated time (ability to problem-solve quickly).			
f. Explained their answers clearly and coherently afterwards.			
<b>3. Next steps to help develop skills and knowledge for the job</b>	<b>Yes</b>	<b>No</b>	
a. Interviewer will arrange monitoring, feedback and support from a supervisor.			
b. Interviewer and member of staff will plan personal development to improve member of staff's understanding of key social care words and ideas.			
c. Interviewer and member of staff will plan personal development to improve member of staff's number skills and knowledge.			
<b>4. Interviewer's signature</b>	<b>Staff member's signature</b>		

*Use the other side of this sheet for notes.*

<b>Personal development form</b>	Date:	
Staff member's name		
Staff member's job title		
Interviewer's name		
Interviewer's job title		
<b>1. Learning aim: to work safely and meet quality standards, the member of staff should develop the following number skills and knowledge</b>	<b>Tick (✓) if 'yes'</b>	
a. Knowledge of key words, symbols and concepts (to understand problems).		
b. Maths methods (to solve problems).		
c. Ability to make accurate calculations (to solve problems correctly).		
d. Ability to write numbers that are easily readable (to pass on information).		
e. Ability to solve problems quickly (to cope with work situations).		
f. Ability to explain problems and solutions (to support team work and help service users).		
<b>2. How will the learning happen?</b>		
<b>3. What support and resources will be needed to make the learning successful?</b>		
<b>4. When will the learning happen?</b>		
<b>5. How will we know the learning has been successful?</b>		
<b>6. Progress review date</b>		
<b>7. Interviewer's signature</b>	<b>Staff member's signature</b>	