



Mapping the Adapting the Curriculum Health 1 day training event to:-

- 1) The Subject Specifications for teachers of adult literacy and numeracy. (Level 3)**
- 2) FENTO Standards for teachers.**
- 3) Ento learning and development Standards L21, L22 L23 and L24.**

Course aims:

By the end of the course learners should be able to understand:-

- How 'Skills for Life' relates to the NHS.**
- Who in the NHS cares about literacy, numeracy and ESOL skills development, and why.**

Enhance ability to:-

- Develop a structured learning programme that meets management priorities, engages the learner and adds value to the workplace.**
- Evaluate the curriculum and share the results effectively with stakeholders.**

Course objectives:

- **Review NHS context.**
- **Clarify aims and objectives of workplace curriculum.**
- **Identify opportunities for workplace curriculum development**
- **Design training/consultancy responses to opportunities.**
- **Map responses to the Adult Core Curriculum.**
- **Evaluate two structured workplace learning activities.**
- **Complete an individual learning plan.**
- **Collect strategies to report benefits to stakeholders.**

Outcomes:

Participants are able to:-

- **Relate Skills for Life to the NHS.**
- **Describe the structure of the NHS.**
- **Identify key NHS initiatives relevant to LNE consultant-practitioners.**
- **Describe ways to design a curriculum so that it adds value to the workplace.**
- **Describe ways to report benefits effectively to stakeholders.**

Where possible the content of the one-day course has been mapped to the relevant criteria of the specific standards. Learners should be aware that further evidence may be needed in order to meet the criteria in full.

| Course Content | <u>Teacher standards</u> | | <u>Subject specifications</u> | <u>Ento Learning and Development</u> |
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| <p>SECTION ONE</p> <p>Adapting the curriculum.</p> <p>Pre-course reading activity/assignment Introductions Course aims and learning outcomes Small group activities Activity 1 & 2 Feedback and evaluation</p> | <p>Standard Reference</p> <p>FENTO- B1 B2 C2 G3 H1</p> | <p>L2 possible activities The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>B1c Establish precise learning objectives and content</p> <hr/> <p>L3 possible activities. The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>B1c Establish precise learning objectives and content B2e Create a safe learning environment on trust and support</p> | <p>Literacy AO2 3.1 ALL</p> <p>Numeracy N/a</p> | <p>L21.1</p> |

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| | | <p>L4 possible activities</p> <p>The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>B1c Establish precise learning objectives and content</p> <p>B2e Create a safe learning environment on trust and support</p> <p>C2e Ensure that all members of the group are involved in learning activities.</p> <p>G3e Take up professional development opportunities relevant to their work and to institutional priorities</p> <p>H1g Recognise and respect the different values of those with an interest in the learning process.</p> | | |
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| Course Content | Teacher Standards | | <u>Subject specifications</u> | <u>Ento Learning and Development</u> |
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| <p>SECTION TWO</p> <p>Background knowledge to NHS. Presentation Structure Modernisation Lifelong Learning NHS Universities Skills for Life Workplace issues and initiatives Group Activities How can LNE support the NHS and its staff? Activity 3 How to incorporate LNE into NHS Activity 4</p> | <p>Standard Reference</p> <p>FENTO –</p> <p>B3, D4</p> | <p>L2 possible activities The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>B3d Support a culture of open access and widening participation</p> <p>D4b Give constructive and positive feedback to learners</p> | | |
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| <p>SECTION THREE</p> <p>Workplace Curriculum Model</p> <p>Lecture and group discussion</p> <p>How can we develop the curriculum? Address short and long term goals. The role of the consultant practitioner Delegates role in curriculum development. Group activity – Activity 5</p> | <p>Standard Reference</p> <p>FENTO – C1, C2, D2, D6</p> | <p>L2 possible activities</p> <p>The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>D6k Respond positively and constructively to feedback</p> | | |
| | | <p>L3 possible activities.</p> <p>The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>C1e Recognise and build on the experiences which learners bring to the programme C2d Facilitate learning through the use of collaborative exercises and encourage learners to support each other D2g Provide opportunities for learners to reinforce their knowledge and understanding D6k Respond positively and constructively to feedback</p> | <p>Literacy AO2 3.1 ALL</p> <p>Numeracy N/a</p> | L21.2 |

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| <p>SECTION FOUR</p> <p>Work place scenarios Developing the curriculum</p> <p>Presentation of scenarios Working in small groups, develop a curriculum, based on the chosen scenario Activity 6 Feedback to whole group. Display scenario task sheets</p> | <p>Standard Reference</p> <p>FENTO – D3, D4</p> | <p>L2 possible activities</p> <p>The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>D3b Present information to learners clearly and in an appropriate format D3c Use of a range of communication skills and methods appropriate to specific learners and to the subject being studied D4b Give constructive and positive feedback to learners</p> | | |
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| | | | discourse) Numeracy N/a | |
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| <p>SECTION FIVE</p> <p>Accessing workplace issues Group work Introduce exemplar learning activities Complete activity 7 addressing each task as requested Complete ILP from findings Map the learning to the appropriate curriculum</p> <p>Group feedback, how we can develop a curriculum that adds value to the workplace</p> | <p>Standard Reference</p> <p>FENTO – F1, F2</p> | <p>L2 possible activities</p> <p>The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>F1g Use an appropriate variety of valid and reliable assessment procedures that are credible and compatible with the learning programme and the required learning outcomes.</p> <p>F2b Use assessment information to assess how far learning objectives have been achieved</p> | <p>Literacy AO2 3.1 ALL</p> <p>Numeracy N/a</p> | <p>L24.1 L24.2</p> |
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| <p>SECTION SIX</p> <p>Evaluating and reporting value Present and discuss different strategies 1 – 10. Small groups – Complete Activity 8 Identify stakeholders Meaningful evaluation Communication Feedback to whole group</p> <p>SECTION SEVEN</p> <p>Evaluation of Course Delegates complete evaluation form</p> | <p>Standard Reference</p> <p>FENTO –</p> <p>C1 G1</p> | <p>L2 possible activities</p> <p>The following FENTO Standards are covered and/or can be fully covered with some slight amendments to the Trainers Notes and Activity Sheets</p> <p>C1g Evaluate the effectiveness of learning</p> <p>G1i Create and use opportunities to question their own practice and to seek audits of their competence from others, as appropriate</p> | <p>Literacy AO2 3.1 ALL</p> <p>Numeracy N/a</p> | <p>G3.1</p> |
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