



**Mapping the Adapting the Curriculum for the Retail Sector 1 day training course 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:-**

- Review key factors in the retail sector that are relevant to Literacy Numeracy and ESOL consultant practitioners; aims and objectives of workplace curriculum**
- Identify curriculum development opportunities from workplace scenarios**
- Design training/consultancy responses**
- Map training / consultancy responses to the adult core curriculum**
- Design a workplace learning activity**
- Complete an individual learning plan**
- Review exemplar schemes of work; strategies to report benefits 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>
<p><b>SECTION 2</b></p> <p>Presentation</p> <p>Activity 4 Activity5</p> <p><b>Learning aims</b></p> <ul style="list-style-type: none"> <li>Review key factors in the retail sector that are relevant to LNE consultant practitioners; aims and objectives of workplace curriculum</li> <li>Identify curriculum development opportunities from workplace scenarios</li> <li>Design training/consultancy responses</li> </ul>	<p><b>Standard Reference</b></p> <p><b>Will contribute towards but not meet fully</b></p> <p><b>FENTO</b></p> <p><b>B1a</b> <b>B1f</b></p>	<p><b>L2 possible activities</b></p> <ul style="list-style-type: none"> <li>B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> </ul>		
		<p><b>L3 possible activities</b></p> <ul style="list-style-type: none"> <li>B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> </ul>	<p><b>Numeracy</b> <b>N/a</b></p> <p><b>Literacy</b></p> <p><b>N/a</b></p>	<p><b>L3</b></p> <p><b>L21.1</b> <b>L21.2</b> <b>L23.1</b></p>
		<p><b>L4 possible activities</b></p> <ul style="list-style-type: none"> <li>B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> <li>B1f – ensure basic skills and key skills are integral to provision as required</li> </ul>		

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<p><b>SECTION 3</b></p> <p>Big Idea – presentation Activity 6</p> <p>Learning aim</p> <ul style="list-style-type: none"> <li>Design training/consultancy responses</li> </ul>	<p><b>FENTO-</b></p> <p><b>Will meet</b></p> <p><b>G3 a</b></p>	<p><b>L2 possible activities</b></p> <ul style="list-style-type: none"> <li>G3a Identify where own knowledge and skills need to be updated</li> </ul>		
		<p><b>L3 possible activities</b></p> <ul style="list-style-type: none"> <li>G3a Identify where own knowledge and skills need to be updated</li> </ul>		<p><b>G3.2</b></p>
		<p><b>L4 possible activities</b></p> <ul style="list-style-type: none"> <li>G3a Identify where own knowledge and skills need to be updated</li> </ul>	<p><b>Numeracy</b></p> <p><b>N/A</b></p> <p><b>Literacy</b></p> <p><b>N/A</b></p>	

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<p><b>SECTION 4</b></p> <p>Video and audio clips Discussion activity</p> <p>Review of company material Discussion activity</p>	<p><b>FENTO</b></p>	<p><b>L2 possible activities</b></p>		
		<p><b>L3 possible activities</b></p>		
		<p><b>L4 possible activities</b></p> <p>UNABLE TO MAP WITHOUT SIGHT OF VIDEO OR AUDIO CLIPS</p>	<p><b>Numeracy</b></p> <p><b>Literacy</b></p>	

Course Content	Teacher Standards		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p><b>SECTION 5</b></p> <p>Presentation of scenarios Activity Feedback Scenario task sheets</p> <p>Activity 7</p> <p>Learning aims</p> <ul style="list-style-type: none"> <li>• Design training/consultancy responses</li> <li>• Map training / consultancy responses to the adult core curriculum</li> </ul>	<p><b>FENTO B1</b></p> <p><b>Will contribute to but not meet fully the following:</b></p> <p><b>B1a</b> <b>B1b</b> <b>B1d</b> <b>B1f</b></p>	<p><b>L2 possible activities</b></p> <ul style="list-style-type: none"> <li>• B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> </ul>		
		<p><b>L3 possible activities</b></p> <ul style="list-style-type: none"> <li>• B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> <li>• B1b – Produce learning outcomes from programmes of study</li> <li>• B1d Define the subject knowledge, technical knowledge, and skills required.</li> </ul>	<p><b>Contributes partially to B Literacy</b></p> <p><b>‘social...financial /economic impact on individuals’</b></p>	<p><b>L21.2</b> <b>L23.1</b></p>
		<p><b>L4 possible activities</b></p> <ul style="list-style-type: none"> <li>• B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> <li>• B1b – Produce learning outcomes from programmes of study</li> <li>• B1d - Define the subject knowledge, technical knowledge, and skills required.</li> <li>• B1f – ensure basic skills and key skills are integral to provision as required</li> </ul>	<p><b>Numeracy</b></p> <p><b>Literacy</b></p>	

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<p><b>SECTION 6</b></p> <p>Develop learning activity Develop individual learning plan Activity 8 Feedback</p> <p>Learning aims</p> <ul style="list-style-type: none"> <li>• Design a workplace learning activity</li> <li>• Complete an individual learning plan</li> </ul>	<p><b>FENTO</b></p> <p><b>Will contribute but not fully meet</b></p> <p><b>B1a</b> <b>B1b</b> <b>B1c</b> <b>D2b</b> <b>D2h</b></p>	<p><b>L2 possible activities</b></p> <ul style="list-style-type: none"> <li>• B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> <li>• D2b – set task for learners that will foster their curiosity, creativity and ability to work on their own</li> </ul>	<p><b>Contributes partially to 3.2 Reading</b> <b>‘How to skim and scan text...’</b> <b>‘How to deal with specialist vocabulary...’</b></p>	
		<p><b>L3 possible activities</b></p> <ul style="list-style-type: none"> <li>• B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> <li>• B1b – Produce learning outcomes from programmes of study</li> <li>• D2b – set task for learners that will foster their curiosity, creativity and ability to work on their own</li> </ul>		<p><b>L22.1</b> <b>L23.1</b></p>
		<p><b>L4 possible activities</b></p> <ul style="list-style-type: none"> <li>• B1a – Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work</li> <li>• B1b – Produce learning outcomes from programmes of study</li> <li>• C</li> <li>• D2b – set task for learners that will foster their curiosity, creativity and ability to work on their own</li> <li>• D2h – Identify and exploit opportunities to improve learners basic skills and key skills</li> </ul>	<p><b>Numeracy</b></p> <p><b>Literacy</b></p>	



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<p><b>SECTION 7</b></p> <p>Strategies to report value Reporting to stakeholders Activity 9</p> <p>Learning aims</p> <ul style="list-style-type: none"> <li>Review exemplar schemes of work; strategies to report benefits to stakeholders</li> </ul>	<p><b>FENTO</b></p> <p><b>G3a</b></p>	<p><b>L2 possible activities</b></p> <ul style="list-style-type: none"> <li>G3a Identify where own knowledge and skills need to be updated</li> </ul>		
		<p><b>L3 possible activities</b></p> <ul style="list-style-type: none"> <li>G3a Identify where own knowledge and skills need to be updated</li> </ul>		<p><b>L21.1</b> <b>L21.2</b> <b>G3.1</b> <b>G3.2</b></p>
		<p><b>L4 possible activities</b></p> <ul style="list-style-type: none"> <li>G3a Identify where own knowledge and skills need to be updated</li> </ul>	<p><b>Numeracy</b></p> <p><b>Literacy</b></p>	

Course Content	Teacher Standards		<u>Subject specifications</u>	<u>Ento Learning and Development</u>
<p><b>SECTION 8</b></p> <p>End of course evaluation Completion of evaluation forms</p>	<p><b>FENTO</b></p>	<p><b>L2 possible activities</b></p>		
		<p><b>L3 possible activities</b></p>		
		<p><b>L4 possible activities</b></p>	<p><b>Numeracy</b></p> <p><b>Literacy</b></p>	