Mapping the Developing A Workplace Curriculum One 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, L24 and G3**

Course aims:

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

- **Explain how improving language, literacy and numeracy skills in the workplace can help organisations achieve their business objectives**
- **Identify the benefits of the 'consultant-practitioner' approach to language, literacy and numeracy provision in the workplace**
- **Design a curriculum for language, literacy and/or numeracy development within the workplace that balances the needs of stakeholders, values employees, and adds value to the workplace**
- **Identify a range of strategies for reporting value to stakeholders**
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Where possible the content of the 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	Teacher standards		Subject specifications	Ento Learning and Development
	Standard Reference			
Introductions Activity 1 **Aims and objectives**				
SECTION ONE Discussions: What do you hope to find out? 5 Easy steps to curriculum development Activity 2: Step 1 – Identify Needs Discussion: Training or Consultancy? Discussion: A whole organisation approach	FENTO B3,G2, G3, H1	**L2 possible activities** H1c Are open to different approaches and perspectives on teaching and learning **L3 possible activities** G2a Identify developments in vocational and educational fields relevant to their own areas of work and FE in general H1c Are open to different approaches and perspectives on teaching and learning **L4 possible activities** B3f Identify and overcome potential barriers to participation in learning programmes B3h Recognise the organisational and resource constraints influencing participation and make the most of opportunities to achieve wider participation	**Literacy** **AO2** 3.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message 3.1Listening attentively and responding sensitively to contributions made by others **Numeracy** N/a	**L3** L21.2 L23.1

		in learning programmes G2a Identify developments in vocational and educational fields relevant to their own areas of work and FE in general G3c Engage in research and study related to professional practice G3e Take up professional development opportunities relevant to their work and to institutional priorities H1c Are open to different approaches and perspectives on teaching and learning		
SECTION TWO Activity 3: Developing Aims and Objectives Discussion: Planning a learning programme	FENTO B1, D2, D6	**L2 possible activities** B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B1c Establish precise learning objectives and content		
		L3 possible activities B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes	**Literacy** **AO2** 3.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the	**L3** L21.2 L23.1

		B1c Establish precise learning objectives and content D2h Identify and exploit opportunities to improve learners' basic skills and key skills	delivery and accessibility of the message 3.1 Listening attentively and responding sensitively to contributions made by others	
		L4 possible activities B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B1c Establish precise learning objectives and content D2h Identify and exploit opportunities to improve learners' basic skills and key skills D6a Contribute to the design, development and validation of learning programmes	**Numeracy** N/a	
SECTION THREE Activity 4; Planning a learning programme Discussion: What outcomes should be evaluated?	FENTO B1, B2, D2, G2	**L2 possible activities** B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes D2c Structure learning in such a way likely to foster		

		and maintain learners' enthusiasm and motivation		
		L3 possible activities B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B2f Encourage learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts D2c Structure learning in such a way likely to foster and maintain learners' enthusiasm and motivation D2h Identify and exploit opportunities to improve learners' basic skills and key skills	**Literacy** **AO2** 3.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message 3.1Listening attentively and responding sensitively to contributions made by others **Numeracy** N/a	**L3** L22.1 L23.1
		L4 possible activities B1a Interpret curriculum requirements in terms of syllabuses, objectives and schemes of work for learning programmes B2f Encourage learners to see the relevance of what they are learning to other aspects of the curriculum and to apply their learning in different contexts D2c Structure learning in		

		such a way likely to foster and maintain learners' enthusiasm and motivation D2h Identify and exploit opportunities to improve learners' basic skills and key skills G2e Consider and implement appropriate changes in programme design and delivery that best reflect current vocational and educational developments		
SECTION FOUR Activity 5: Reporting value to stakeholders	FENTO B3, D6, D7	**L2 possible activities** D7c Provide feedback in a form suitable to help measure the quality of learning and teaching		
		L3 possible activities D7c Provide feedback in a form suitable to help measure the quality of learning and teaching **L4 possible activities** B3h Recognise the organisational and resource constraints influencing participation and make the most of opportunities to achieve wider participation in	**Literacy** **AO2** 3.1 Expressing yourself clearly, using communication techniques to help convey meaning and to enhance the delivery and accessibility of the message 3.1Listening attentively and responding sensitively to contributions made by others	**L3**

		learning programmes D6d establish appropriate links and liaise with external stakeholders as required D6e Work with other organisations and services to promote learners' participation, retention and achievement D6i Contribute to programme review and evaluation D7c Provide feedback in a form suitable to help measure the quality of learning and teaching	**Numeracy** **N/a**	
Course evaluation **Certificates of attendance**				