



Mapping Using the Employer Toolkit 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:-

- Use the Employer Toolkit effectively to negotiate the provision of basic skills from a broker or provider**
- Use the Employer Toolkit effectively to persuade A/your Company of the benefits of addressing basic skills.
Developing a business case for workplace basic skills**
- Support the delivery of the skills for life national adult literacy and numeracy strategy**
- Adapt presentations for different audiences using the Employer Toolkit**
- Add supplementary information to the Employer Toolkit, to assist with negotiation, persuasion and business case.**
- Raise awareness of needs in the workplace and relate business aspects to the needs of the learner**
- Share experiences, ideas and good practise from the Employer Toolkit and workplace provision**

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.

<p>SECTION TWO</p> <p>Application of the Employer Toolkit</p> <ul style="list-style-type: none"> • Sourcing information for ET presentations • Look at existing presentations • Develop basic skills presentation • Role play activities • Feedback / evaluation • Post course reading material 	<p>Fento: B2 (a-f) C1 (d-g) C2 (e, h) D1 (b, c) D2 © D3 (a, b) G1 (i) G3 (a) H1 (b-k) H2 (b-i)</p>	<p>L2 possible activities</p> <ul style="list-style-type: none"> • B2 a, e - would contribute towards • C 1 d, g – would contribute towards • C2 e – would contribute towards • D1 b, c – would contribute towards • D2 c – would contribute towards • D 3 a, b – would contribute towards • G1 i – would contribute towards • G 3 i – would contribute towards • H1 b – k – would contribute towards H 2 b – I – would contribute towards 		
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L3 possible activities

- B 2 a, b, c, e, f – would contribute towards
- C1 d, e, g, h – would contribute towards
- C2 h – would contribute towards
- D 1 b, c – would contribute towards
- D2 c – would contribute towards
- D 3 a, b – would contribute towards
- G 3 I – would contribute towards
- H1 b, c, d, f, h, j, k – would contribute towards
- H 2 b, d, e, f, g, h, i – would contribute towards

Numeracy N / a

AO1– could contribute, in part, to
B Personal factors influencing language and literacy learning and development
C Social factors influencing language and literacy learning and development
AO2 – could contribute, in part, to
3.1 Speaking and listening
3.2 Reading

L21.1
L21.2
L22.1
L22.2
L23.1
G3.1
G3.2

L4 possible activities

- B 2 a, b, c, e, f – would contribute towards
- C1 d, e, g, h – would contribute towards
- C2 h – would contribute towards
- D 1 b, c – would contribute towards
- D2 c – would contribute towards
- D 3 a, b – would contribute towards
- G 3 I – would contribute towards
- H1 b, c, d, f, h, j, k – would contribute towards
- H 2 b, d, e, f, g, h, i – would contribute towards