

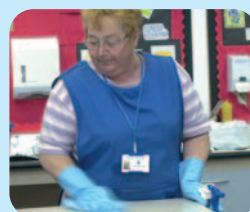
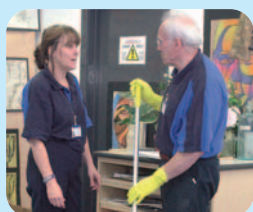
Skills for Life

The national strategy for improving adult literacy and numeracy skills

Materials for
Embedded Learning

Cleaning

- learner materials in colour and black-and-white
- teacher notes
- referencing to Adult Core Curricula, National Tests and Key Skills Standards
- referencing to National Occupational Standards
- integrated assignments
- audio CD
- CD-ROM with Word and PDF files, and interactive practice materials



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The websites referred to in these materials existed at the time of going to print. Users should check all website references carefully to see if they have changed and substitute other references where appropriate.

Further copies of this document can be obtained from:

DfES publications

Telephone 0845 60 222 60

Fax 0845 60 333 60

E-mail dfes@prolog.uk.com

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www.dfes.gov.uk/readwriteplus/embeddedlearning

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Skills for Life: the national strategy for improving adult literacy and numeracy skills

Many millions of adults in England need help to improve their literacy, language and numeracy skills. *Skills for Life*, launched by the Prime Minister in 2001, sets out the Government's strategy, which aims to help 2.25 million learners gain a national qualification by 2010.

Since 2001, a massive 2.4 million adults across England have taken up to 4.8 million courses in literacy, language and numeracy skills. Over 750,000 of these learners have gone on to achieve nationally recognised qualifications – a commitment set out by the Government in the *Skills for Life* strategy.

Since the launch of *Skills for Life*, we have gained an even greater insight into the effect low levels of literacy and numeracy skills have on individuals, their families, on the economy and on society. For example, adults with poor literacy and numeracy skills could earn up to £50,000 less over their lifetime and are more likely to have health problems, to live in a disadvantaged area or to be unemployed. They and their children risk being cut off from the benefits of a world increasingly linked through information technology. Additionally, poor literacy, language and numeracy skills have been estimated to cost the country in excess of £10 billion a year.

Skills for Life is an ambitious strategy that is designed to address literacy, language and numeracy needs of adults and young people. It covers all post-16 learners on learning programmes at levels from Pre-entry up to and including Level 2. These programmes range from discrete to embedded courses, and from classroom and community provision to voluntary and work-based learning. Achievement and progress in *Skills for Life* are recognised through certification of Key Skills, GCSE Maths and English, and adult literacy and numeracy. It is therefore crucial that the strategy supports and reflects the successful implementation of all other post-16 strategies. These strategies include *Success for All*, the strategy for reforming post-16 further education, and the *Skills Strategy*, which aims to ensure that the skills

we develop are valuable to young people and valued by employers. Our goal to improve the skills of young people is also central to the 14–19 Opportunity and Excellence strategy and the 14–19 Education and Skills White Paper.

Each organisation and individual has a contribution to make. We believe that the most important element for successful delivery of *Skills for Life* is partnership, together with the ownership of the strategy by all our key supporting and development partners.

Government departments, the Learning and Skills Council (LSC), Jobcentre Plus, the Prison and Probation Services, development and learning providers in the post-16 learning sector, businesses, the CBI, the TUC, Sector Skills Councils and many other organisations are working together to improve the literacy, language and numeracy skills of adults through:

- **boosting demand** for learning through a high-profile promotional campaign and by engaging all partners across Government and employers in identifying and addressing the literacy and numeracy needs of their clients and employees
- **ensuring capacity** of provision by securing sufficient funding and co-ordinating planning and delivery to meet learners' needs
- **improving the standards** of teaching and learning in literacy, numeracy and English for Speakers of Other Languages (ESOL) provision
- **raising learner achievement** through the new national learning, teaching and assessment infrastructure and reducing barriers to learning.

Skills for Life Materials for Embedded Learning

Generic *Skills for Life* learning materials were first published in 2003 as part of the new national learning infrastructure. These learning materials and teachers' guides are high-quality literacy, numeracy and ESOL resources closely mapped to

the core curricula at all levels from Pre-entry up to and including Level 2. The materials are generic, but relate to real-life contexts.

To further broaden participation and encourage the effective acquisition of literacy, language and numeracy skills by a wider range of learners, these new *Materials for Embedded Learning* have been commissioned. These materials make clear the extent to which literacy, language and numeracy skills underpin success at work and in the community, and provide teachers and learners with the means to improve literacy, language and numeracy and vocational/community skills. Crucially, they are referenced both to the Adult Core Curricula and to the National Occupational Standards wherever relevant.

These materials have been developed and quality assured by specialists in literacy, language and numeracy and specialists in the relevant vocational and community contexts. They have been trialled by practitioners in a range of programmes and revised in the light of their feedback.

The *Materials for Embedded Learning* are intended to give learners the confidence to make progress and achieve qualifications in literacy, language or numeracy and in their vocational or other learning programme. I believe their introduction will make an important contribution to the effective implementation of the *Skills for Life* and *Success for All* strategies as well as the *Skills Strategy*.

I commend the materials to you, and hope that their use will enhance the learning experiences of the diverse range of young people and adults who need to improve their literacy, language and numeracy skills to realise their potential.



Barry Brooks

Head of the Skills for Life Strategy Unit

The Skills for Life Materials for Embedded Learning project

Welcome!

First, the definition of 'embedded learning' that the project has used. In the context of the *Skills for Life* strategy:

Embedded teaching and learning combines the development of literacy, language and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to progress, gain qualifications, and succeed in life and at work.

The files that constitute this project (of which this is one) set out to explore this idea in a variety of contexts and media. The resources contained in this project will assist those who are preparing learners for national qualifications in work-, college- and community-based settings. The aim is to bridge teaching the specific content of the programme of learning on the one hand, and Literacy, Language and Numeracy (LLN) on the other. The materials build on the firm evidence that there are many adult learners working towards national qualifications whose vocational skill level is not supported by their literacy, language and numeracy confidence. Thus, literacy, language and numeracy 'barriers' stand in the way of successful vocational attainment.

By setting literacy, language and numeracy learning in realistic context-based settings, the hope is that the obvious value of enhancing literacy, language and numeracy skills will be self-apparent to learners. By careful matching of vocational and literacy, language and numeracy content to the National Occupational Standards (from which National Vocational Qualifications are derived) and the Adult Core Curricula, it is hoped that the value to teachers will also be clear. (The link between these is explained in more detail in the section on National Occupational Standards and National Vocational Qualifications on page xxv.)

The range of settings planned for the whole project are:

| Title | Order code |
|--|-------------------|
| Vocational settings | |
| Social care | embedded/SC |
| Trowel occupations | embedded/TR |
| Horticulture | embedded/HO |
| Retail | embedded/RE |
| Warehousing | embedded/WA |
| Catering | embedded/CA |
| Hospitality | embedded/HOS |
| Painting operations | embedded/PA |
| Production line manufacturing | embedded/PL |
| Cleaning | embedded/CL |
| Hairdressing | |
| Transport | |
| Early years | |
| Employability materials | |
| E2E (Entry to employment) | embedded/EE |
| First Aid | embedded/FA |
| Food hygiene | embedded/FO |
| Health and safety (with manual handling) | embedded/HS |
| ICT | embedded/ICT |
| Skills for construction | embedded/CO |
| Professional development | |
| Effective communication for international nurses (modules 1–2) | embedded/NU |
| Effective communication for international nurses (modules 3–6) | embedded/NU/3–6 |
| Community settings | |
| Family health | embedded/FH |
| Sports leadership | embedded/SL |
| Family life: the growing child | |
| Family life: focus on parenting | |
| Community skills | |

Titles which have been published can be ordered from DfES Publications, telephone number 0845 60 222 60. Alternatively they can be accessed from the Embedded Learning Portal:

www.dfes.gov.uk/readwriteplus/embeddedlearning

How the materials are presented: paper-, screen- and audio-based

The resources in this file are intended for use by teachers – coming both from vocational and literacy, language and numeracy backgrounds. The file contains extensive Teacher notes linked to Learner materials. The Learner materials are presented in colour in the main teacher reference section of the file, with the relevant Teacher notes interwoven with them. A black-and-white version of the Learner materials, printed at an appropriate resolution that optimises the quality of reproduction when photocopied, is also offered in a separate section at the back of the file.

Audio clips on CD

Linked into the Learner materials at various points, are a sequence of audio clips (presented in audio CD format, on the inside front cover of this file). Their role is to help to bring real-life situations into the learning environment.

Access to the paper-based resources from CD

A second CD, also located on the inside front cover of this file, presents PDF and Word® computer files from which the paper-based resources in this file can be reproduced electronically. This CD also contains generic practice material. When the CD is inserted into the computer, a screen like this one should automatically appear. This screen gives access to the paper-based and interactive practice materials:



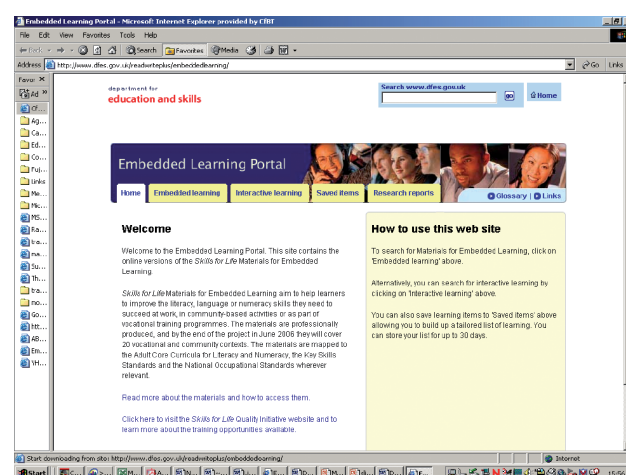
These resources form just one part of the resources which can be downloaded via the Internet, as explained below.

Availability of the paper- and screen-based materials via the Internet

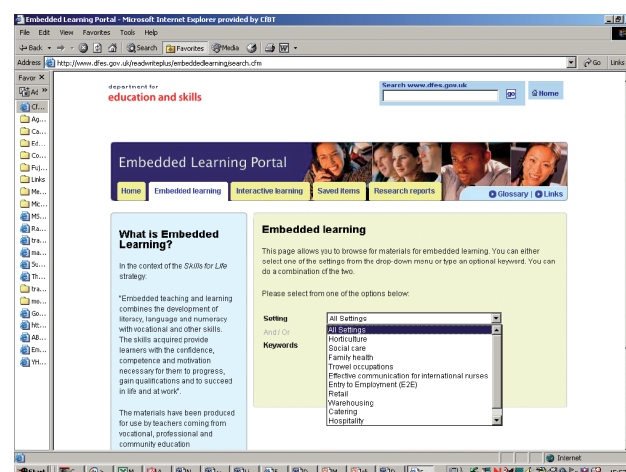
The screen-based materials are available both via the CDs contained in this pack, and via a powerful Internet site that gives access to all the resources. Materials are being published over the period from autumn 2004 to summer 2006. As additional resources are developed, they are entered onto the appropriate screen menus. In this way, progress of the project can be followed. The site can be found at this web address:

www.dfes.gov.uk/readwriteplus/embeddedlearning

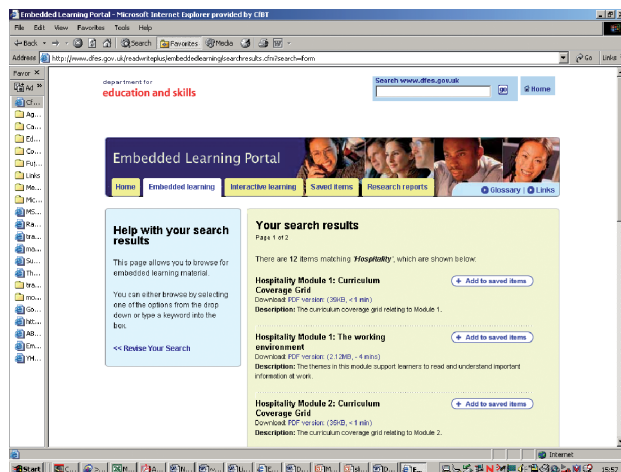
Typing this address into the Internet will bring up this page:



Clicking on the 'Embedded learning' tab brings up this screen:



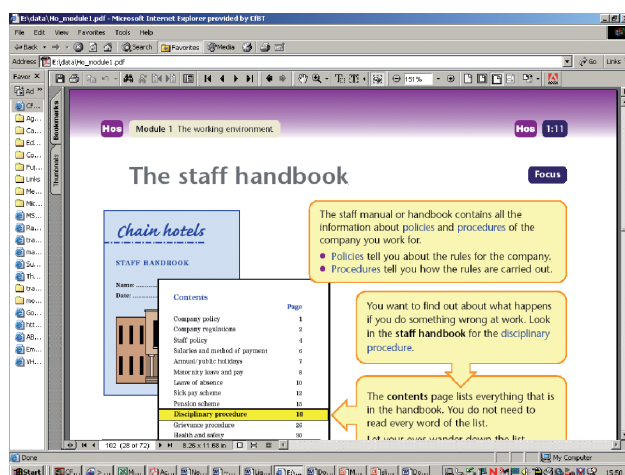
The listing of titles shown in the drop-down menu will be the current listing of all the resources which have been published in the project. Clicking on one of these, or using the straightforward search facility, will bring up a list of content that matches your chosen criteria:



Clicking on one or more of the items in this list will give you access to the resources, which you can save to your computer. All the key files are available in both PDF and Word® format, as explained in the next section.

Word® and PDF formats

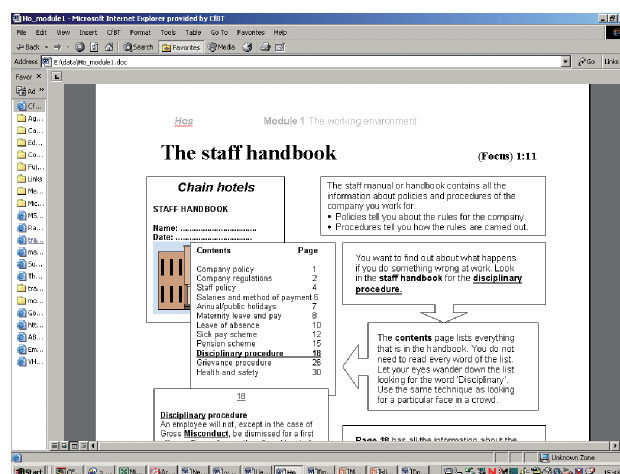
All the resources are available in Word® and PDF formats. Clicking on the PDF choice will bring up a sequence of Teacher notes and Learner material pages, which will look like this:



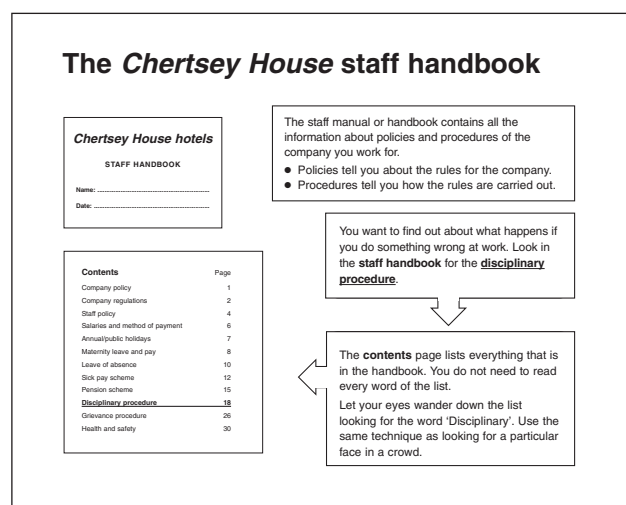
These files present the pages in colour, in exactly the same way as they are presented in this file. Using this facility, the pages can be projected using a data projector, or colour copies can be

printed. The extent to which the pages can be manipulated will depend on your access to computer software that can not only read, but also alter PDF files.

In order to make the resources as flexible as possible for users who do not have access to software that can manipulate PDF files, we have also re-created the pages in a Word® version. This does not have the design features of the PDF version, but it can be manipulated using Word® software. The Word® version of the above page looks like this:



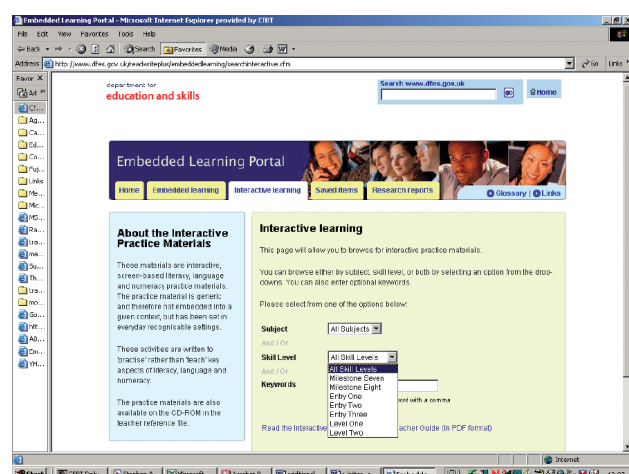
All the text in these boxes can be altered to suit your circumstances. The extent to which you can alter the pages effectively will alter with the software you have, and your familiarity with it. But one simple example of adaptation of the resource would be to 'copy and drop' one aspect of a page in order to focus attention on one learning point at a time:



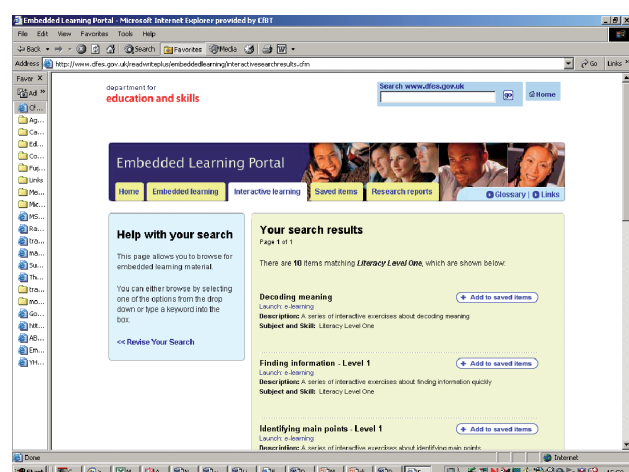
Web-based generic interactive practice resources

Alongside the PDF and Word® versions of the paper-based resources, the project has also developed interactive, generic, screen-based literacy, language and numeracy practice materials. These practice materials are 'generic' in that whilst all the resources are set in everyday recognisable settings, they have not been embedded into different vocational settings. The activities are written to 'practise' rather than to 'teach' key aspects of literacy, language and numeracy: aspects that are well-suited to being handled electronically. The best use of them is likely to be made if they are mediated by a teacher.

Clicking on the 'Interactive learning' tab brings up a screen like this one:



As with the learning materials, this screen enables you to search for particular topics or levels. Having made a choice, a screen like this will appear:



Having chosen an area and level of topic, screens such as this one are presented:



The resources are self explanatory using simple icons at the base of the screens. Most of the pages have audio support. A file explaining how to make best use of the resources can be accessed from the 'Interactive learning' screen.

Access to the interactive materials from the enclosed CD

The practice resources accessible from the Internet are also reproduced on the CD enclosed with this file. Since the resources are generic, the interactive practice materials on this CD are identical in content to that in all the other files.

Skills for Work for Advice and Guidance workers

Finally, the project has developed an interactive Advice and Guidance tool, *Skills for Work*, that enables Advice and Guidance workers and their clients to discuss the literacy, language and numeracy requirements of a wide range of occupations. This can be accessed at:

www.dfes.gov.uk/readwriteplus/skillsforwork

How it is anticipated the resources will be used

The materials are seen as a resource, not a course. From this file, it is anticipated that teachers will make copies (and if appropriate, via the PDF and Word® resources, amended versions) for their learners, interpreting them in the light of the

Teacher notes' suggestions. Please note that: **some pages will need to be reproduced in colour (for example, the pages relating to health and safety signs), in order that learners can fully understand the information.** It is not the intention that every learner should address every page. The expectation is that by negotiation at the start of a topic, groups of learners will agree with their teacher the best subset of content to address, granted the amount of time available. This will be based on the individual learning plans held by each learner.

Organisation of the file

The remainder of this general introduction covers topics such as the 'learning journey' within which these resources fit; other related initiatives; teaching and learning issues related to Embedded learning; information on National Occupational Standards, National Vocational Qualifications, the Adult Core Curriculum, and notes from the Learning and Skills Council related to the funding of embedded teaching.

The first main section (Introduction to *Cleaning and curriculum coverage*) contains a specific introduction to Cleaning. It explains the structure and layout of the Teacher notes and Learner materials, including the detailed curriculum coverage charts that map for each module, the National Occupational Standards, literacy, language and numeracy, and Key Skills content. These charts use highlighting to indicate the aspects of content that are addressed by the National Tests. (A separate chart indicates the National Test items that are *not* covered in the file.)

The second section (Integrated assignments, Source material and Glossary) offers three elements that will be of value to teachers and learners throughout their use of the file:

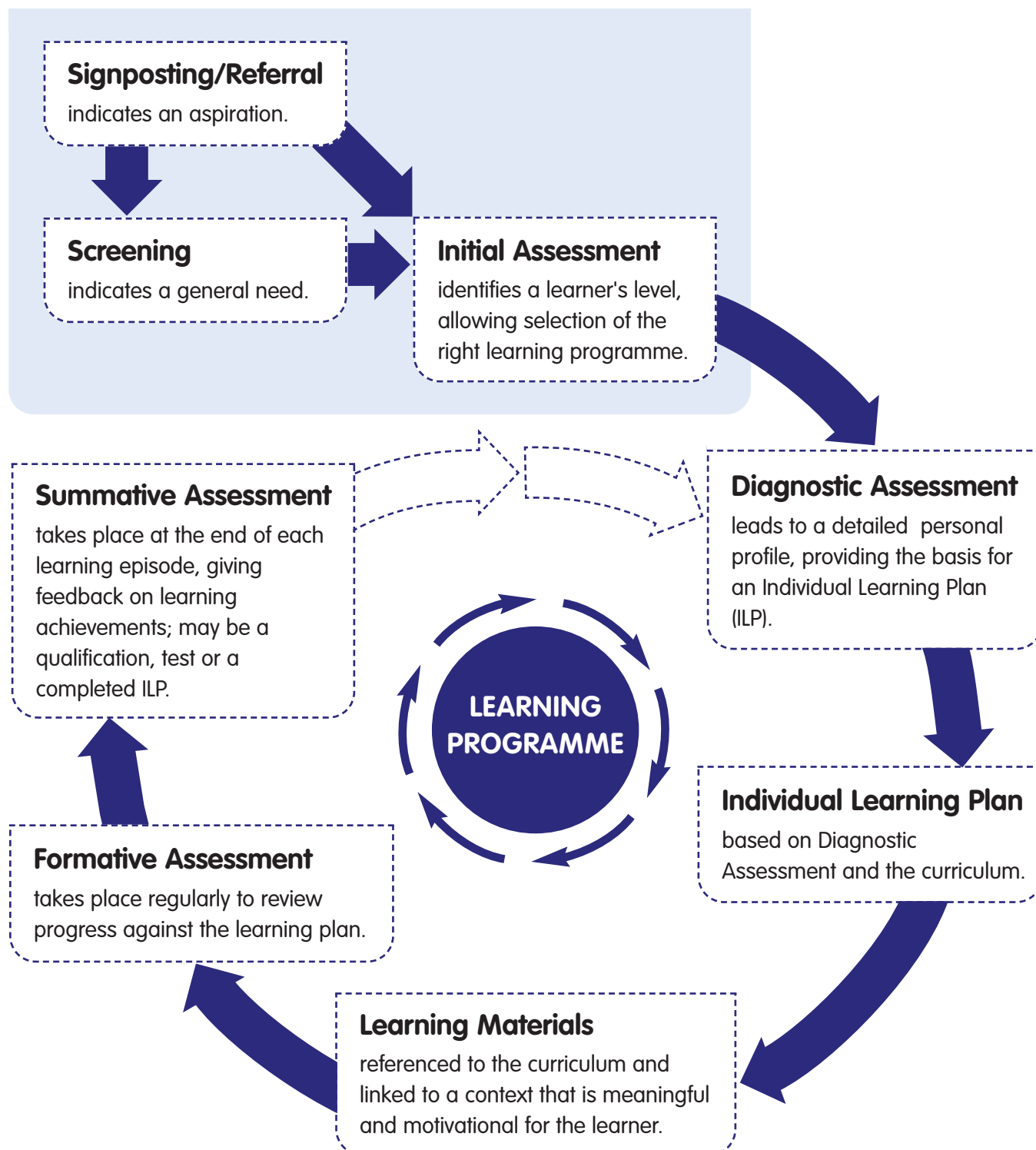
- **Source material** is a 'real-life' collection of documents: forms to fill in, notices to read and so on. It offers authentic work-based resources that are used as a point of reference and as a focus for skills development. They can readily be adapted or enhanced to reflect the needs of learners and the specific vocational setting. (pages 21–49)
- **Glossary** The third element is a glossary for learners, containing relevant vocational and literacy/numeracy terms used in the file. (pages 50–52)

The following sections contain the main substance of the file – the *modules* around which the resources are built. These represent the main content subdivisions.

The final section (Monochrome masters) contains black-and-white versions of the Learner materials. These have been screened at a dot size that optimises their clarity when photocopied. The black-and-white versions include all the Source material and Learner materials, but not a repeat of the Audio scripts or Answers. If these are required, they should be copied from the section at the end of each module.

The 'learning journey'

The diagram below and the following definitions show the key stages in the 'learning journey' for adults with *Skills for Life* needs. For more information on *Skills for Life* assessment tools being developed see the next section overleaf.



The various stages of the learning journey are defined in many different ways. The Department for Education and Skills uses these definitions:

Signposting/Referral

Individuals are ‘signposted’ when they are given information on where they can find further information, advice, guidance or learning provision. The individuals act on their own behalf to follow this information up. Individuals are ‘referred’ when they are transferred to a source of more in-depth information, advice, guidance, related services or learning provision. This process is mediated by the adviser, who makes an appointment for the client or gives the client’s details to a provider. Referral always requires the client’s permission. The adviser then contacts the agency to ensure that the referral has taken place. The first unit of the Level 2 Adult Learner Support Qualification provides ideal training in Skills for Life awareness and signposting.

Screening

Screening is the process of assessing whether an individual has a literacy, language or numeracy need. It should be used to identify learners who might benefit from more in-depth assessment. Screening usually takes around 10 minutes. Screening must be administered by a practitioner trained in the use of the screening tool. The Level 2 Adult Learner Support Qualification equips candidates with these skills.

Initial Assessment

Initial assessment identifies a learner’s skills against a level or levels within the National Standards. It should be used to help place learners in appropriate learning programmes at an appropriate level. It is usually followed by detailed diagnostic assessment. Learners may have different levels of reading, writing, numeracy and language skills. The process may take around 30 minutes. Initial assessment should be administered by a practitioner trained to at least Level 3 with the support of a Literacy/Numeracy/ESOL specialist teacher.

Diagnostic Assessment*

Diagnostic assessment identifies a learner’s strengths and weaknesses and highlights any skills gaps. It helps provide a detailed learner profile against the standards and curriculum documents and should also be used to inform and structure a learner’s individual learning plan (see below) to use as a basis for a programme of study. This process takes several hours and should be carried out as part of a learner’s learning programme.

Individual Learning Plan (ILP)

An individual learning plan is an outcome of initial and diagnostic assessment. It sets out the learner’s plan to learn, a timetable for learning, ways of learning and resources required. ILPs are compiled, reviewed and developed by the specialist teacher in consultation with the learner.

Formative Assessment*

Formative assessment helps both learner and teacher to review progress and is a central part of the learning process. It will take place during a learning programme on a regular basis. It helps learners and their teachers to identify progress in relation to the learning plan. Progress should be recorded and new learning goals identified.

Summative Assessment*

Summative assessment provides evidence of what a learner has achieved at the end of each learning episode. It provides feedback to a learner and teacher on achievements in relation to the standards and curriculum documents. Summative assessment may take the form of a record of achievement, a unit of qualification, a whole qualification or a test.

* Ongoing Diagnostic, Formative and Summative Assessments should be carried out by a Literacy/Numeracy/ESOL specialist teacher.

Other related initiatives

The Additional *Skills for Life* Assessment Tools project

This project is contributing to the development of the *Skills for Life* learning infrastructure through creating new, dedicated ESOL screening and initial assessment tools and expanding the range of existing tools, materials and guidance for screening and initial assessment to cater for a wider range of contexts and learners. It has developed/is developing the following:

- ESOL screening and initial assessment tools
- ESOL exemplification for speaking and listening, reading and writing
- Two leaflets aimed at ESOL learners to explain the new *Skills for Life* ESOL qualifications
- Generic workplace assessment tools
- The addition of individual learning plans (ILPs) to the existing on-screen diagnostic assessment tool
- On-screen interactive versions of the screening and initial assessment tools
- Guidance on good practice in screening and initial assessment
- An item bank that can be used to recreate tests to help learners practise exams for Literacy/Communication, Numeracy/Application of Number and ICT at Levels 1 and 2. Visit: www.itembank.org.uk
- Generic screening and initial assessment tools
- Sector-contextualised assessment tools for:
 - Health and Social care
 - Retail
 - Facilities management
 - Passenger transport.

For the latest information on which materials are available to order, please visit:

www.dfes.gov.uk/readwriteplus

To get involved with the trials of assessment tools in development, please visit:

www.toolslibrary.com

The *Success for All* strategy

Success for All is the change programme designed to transform quality and responsiveness across the learning and skills sector. *Success for All* has been developed by the Department for Education and Skills (DfES) and the Learning and Skills Council (LSC). The strategy has four main elements:

- Theme 1 – Meeting needs, improving choice
- Theme 2 – Putting teaching, training and learning at the heart of what we do
- Theme 3 – Developing the leaders, teachers, trainers and support staff of the future
- Theme 4 – Developing a framework for quality and success.

Theme 2 is being led by the DfES Standards Unit. It aims to identify and disseminate good practice and innovative teaching and learning approaches in twelve priority curriculum areas in three phases:

- Phase 1 consists of construction, business, Entry to Employment (E2E), and science. New teaching and learning resources in these areas were disseminated in autumn 2004.
- Phase 2 consists of health and social care, ICT, land-based studies and mathematics. New teaching and learning materials in these curriculum areas were disseminated in September 2005.

To support providers in embedding the new teaching and learning approaches the Standards Unit is providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training so that Subject Learning Coaches can work confidently with colleagues.

- Phase 3 consists of adult and community learning, engineering, and modern foreign languages. New teaching and learning materials in these curriculum areas are planned to be disseminated nationally in September 2006.

In addition, teaching and learning resources across the above curriculum areas are being mapped for use in initial teacher training as part of the Standards Unit's support in developing teachers, trainers and managers. All of the materials have been tested and evaluated by practitioners in realistic settings across the learning and skills sector.

Visit: www.successforall.gov.uk

for more details and to find out how to order materials.

***Skills for Life* learning materials for literacy, numeracy and ESOL**

The immediate precursor to this project was the development of a wide range of generic *Skills for Life* learning materials, as part of the new national learning infrastructure. These materials and teachers' guides are high-quality literacy, numeracy and ESOL resources closely mapped to the adult core curricula at all levels from Pre-entry up to and including Level 2. The materials are generic, but relate to real-life contexts. These resources are referred to in the Teacher notes in this file, as a source of supplementary back-up resources that can be used to reinforce specific LLN learning points. The resources can be accessed via: www.dfes.gov.uk/readwriteplus

The *Move On* project

Move On is a strand of *Skills for Life* that focuses on people improving their literacy and numeracy skills to Levels 1 and 2 and gaining a national qualification by enabling them to take the National Tests. (The links between these resources

and the National Tests are explained in more detail on page 8.) *Move On* challenges the notion that widening participation in learning is best achieved by 'hiding' basic skills provision in other activities and offers a direct approach to promotion, recruitment and delivery. It provides a staged approach to embedding *Skills for Life* provision in other courses and activities. 'Get On' at work is used to promote this opportunity with employers.

The *Move On* project is funded by the Skills for Life Strategy Unit of DfES to extend this approach across the country. Its aims are to:

- Encourage more adults to brush up their English and maths skills and achieve a national qualification by taking the National Tests in Adult Literacy and Numeracy at Levels 1 and 2
- Disseminate the *Move On* approach and give support to organisations wishing to adopt it
- Develop resources and models of recruitment and delivery for different settings and client groups, and work with stakeholders to adopt them.

Visit www.move-on.org.uk for more details and to order, download or use on line a wealth of resources including:

- Nine sets of practice tests on paper and CD and a mini test to inform screening
- Guidance on becoming a test centre and a digest of different awarding bodies' offers and fees
- Promotion resources: scratch cards, leaflets, posters and screensavers
- Preparation for testing session plans and materials for tasters and courses.

Embedded learning: teaching and learning methodologies

The teacher

The material in this pack has been written to enable its use by vocational teachers, preferably with, but possibly without, literacy, language and numeracy specialist support. The resources may also be used by literacy, language and numeracy specialists working alongside vocational specialists. Clearly, it is also assumed that vocational teachers using the materials will have been trained in literacy and/or numeracy support, ideally using the Certificate for Adult Literacy/Numeracy Subject Support Level 3 or its equivalent. This course should cover the following:

- knowledge and understanding of the Adult Literacy and Numeracy Core Curricula and the Adult ESOL Core Curriculum
- detailed knowledge of and familiarity with how the curriculum documents are organised and used
- knowledge and understanding of *Access for All*
- detailed knowledge of the literacy, language and numeracy demands of their vocational area and the impact this is likely to have on teaching vocational skills
- knowledge of the mapping of the National Standards for their occupational area
- an understanding of how the Adult Literacy and Numeracy Core Curricula support the development of Key Skills
- an understanding of personal and social barriers to learning and how to support learners
- knowledge of and ability to use a range of support strategies, materials and resources
- knowledge of a range of strategies to support learners with learning difficulties and disabilities
- knowledge of a range of strategies to support ESOL learners
- the ability to match teaching to learning styles and use a range of teaching styles
- knowledge of how to recognise and use good-quality embedded learning materials

- knowledge of nationally recognised literacy, language and numeracy qualifications for learners.

It would also be useful to have the following:

- the ability to assess learners for literacy, language and numeracy needs, record this assessment in an ILP and refer learners for further assessment if required
- the ability to review learners' progress against literacy, language and numeracy objectives and amend ILPs appropriately
- the ability to amend existing materials used in order to develop embedded materials. In addition, it is assumed that teachers will be familiar with and able to employ a range of **teaching methodologies** and **teaching aids**, including the following:
 - group teaching, where learners work as a single group or a number of small groups, encouraging all learners to participate fully, including those with known learning difficulties and ESOL needs
 - one-to-one teaching, focused on an individual learner's learning needs, aimed at accommodating 'spiky' learning profiles
 - teaching that takes account of a range of learning styles, principally visual, auditory and kinaesthetic
 - teaching of speaking and listening skills, where vocationally appropriate
 - teaching of practical skills, i.e. specific vocational skills
 - support for learners' practising of newly acquired vocational skills, aiming to develop confidence and independence
 - guided discussion relating to specific vocational issues and achieving a consensus of views on good practice
 - use of audio-visual aids such as OHT, flipchart, whiteboard, interactive whiteboard, CD/audio tape, video
 - use of ICT to enable learners to research and present work.

The learner

The material in this pack is intended to offer literacy and numeracy teaching support for learners on a specific programme of learning leading to an NVQ or other relevant qualification. It is not intended to replace learning support. It is assumed that learners will have undergone some form of assessment prior to commencing this programme of learning:

- to identify vocational knowledge and skills
- to identify, via initial assessment, literacy, language and numeracy skill levels
- to identify any specific issues or barriers that may impact on learning, e.g. transport, childcare
- to identify any specific learning needs that may impact on learning or that may require support
- to identify and describe specific support needs.

Programmes of learning are all required to have some capacity for incorporating support for learners with ‘spiky’ learning profiles, including those learners who:

- have more or less prior knowledge and experience of occupational skills
- may be dyslexic
- may have ‘patchy’ reading and writing skills
- may have more or less expertise in speaking and listening skills
- may have ‘patchy’ numeracy skills or more or less experience in the specific numeracy skills required
- have ESOL needs
- would benefit from activities that extend skills beyond the specific requirements of the learning programme.

It is the vocational teacher’s responsibility to differentiate teaching to accommodate learners’ needs, within reason. It is assumed that any learner whose needs cannot reasonably be accommodated within the main learning programme will be referred for and receive appropriate support. This support will need to be provided by staff with appropriate expertise.

Whilst the Teacher notes for these learning materials give suggestions for differentiating learning to accommodate learners with ‘spiky’ learning profiles, it is outside the scope of the materials to provide a fully differentiated programme. For instance, reading skills in these materials are developed mainly at Entry 3 and Level 1. Learners whose reading skills are at Entry 1 or Entry 2 will benefit from the learning programme if offered carefully targeted, in-class support.

Issues affecting learning

Dyslexia

Learners who are dyslexic may or may not know about it. Estimates suggest that as few as a quarter of dyslexic learners are officially identified during their years in statutory education, though this situation varies across the country. It is quite likely therefore that teachers will come across learners who are actually dyslexic though they have not been recognised as such or given specific support for their dyslexia. Suggestions for supporting dyslexic learners described in the Teacher notes are good practice for all learners and can safely be used with any learner experiencing the difficulties described, irrespective of whether they have been officially identified as being dyslexic. Any learner showing significant difficulties with the aspects of literacy or numeracy described in the Teacher notes (*If the learner has difficulty* section), particularly where there is some suspicion of dyslexia, should be referred for specialist diagnosis and support.

Other learning difficulties and disabilities

Sensory: learners may have visual or auditory skills difficulties that affect learning. Learners may need to develop strategies to perform occupational skills and meet the requirements of the workplace. You will need to take specialist advice about appropriate support in the learning programme and strategies for the workplace.

Physical: learners may have physical difficulties that affect learning, particularly of practical skills. Learners may need to develop strategies to perform occupational skills and meet the requirements of the workplace. You will need to take specialist advice about appropriate support in the learning programme and strategies for the workplace.

English for Speakers of Other Languages (ESOL)

This section contains a brief explanation of the needs of ESOL learners, and an introduction to the range of teaching and learning strategies that have been developed to address them. It should also be pointed out that with the exception of the Effective Communication for International Nurses files, the project is not fundamentally for ESOL

learners. Where the files feature suggestions for ESOL learners, these are intended as a starting point for awareness rather than as a comprehensive approach. In the hands of experienced ESOL teachers, a lot of effective learning activities will be possible. In other contexts, teachers should be aware of the possibility that learners may well need to be referenced to specialist ESOL support.

The term ESOL is used to refer to learners who live in the UK but whose first language is not English. With very few exceptions, they will have been born in a non-English speaking country and the majority will have come to the UK as adults or teenagers.

ESOL learners vary greatly in terms of country of origin, languages spoken, length of time in the UK, educational background, and employment experience. Like other learners on vocational courses, some will have little or no work experience and others may be re-training. However, unlike other learners, some of the ESOL learners who are re-training may be professionals who cannot work in their profession in the UK (e.g. lawyers). Others could be already experienced in the vocational area they are studying, and so be familiar with the vocational content of the course, but need help with the language and the cultural context.

It is outside the scope of these learning materials to provide a full English language skills development programme. As a starting point however, the paragraphs that follow offer a brief introduction to the difficulties that ESOL learners face, and strategies for addressing them. The Teacher notes in the materials highlight particular ESOL issues that may cause difficulties for learners in this sector.

Difficulties experienced by ESOL learners

The difficulties experienced will vary according to a learner's situation. For example:

- A learner who has been in the UK a long time and picked up English informally may listen and understand well and speak fluently, but have difficulty with reading and writing.

- A learner with a good educational background may have learned English by formal methods in school. This learner may read and write well, but have difficulty with listening and speaking.
- A learner whose own language is written in a different script may have difficulty with reading and writing, but have literacy skills in their own language that they can transfer to English.

Other learners may be different again, and it will be necessary to find out about the learner's situation before analysing needs.

Specific areas of difficulty

Reading

- 'Everyday' vocabulary as well as specialist vocabulary can cause problems, e.g. relating the word 'length' to the word 'long'; key phrases like 'except for' when reading instructions.
- Grammar can cause problems, e.g. use of the passive in instructions – 'hard hats must be worn', compared with 'people must wear hard hats'.

Listening

- As with reading, 'everyday' vocabulary can cause problems.
- Learners may have real difficulty understanding the informal spoken language used by their colleagues or clients, e.g. care workers dealing with elderly British people.

Writing

- Grammar may be an issue, e.g. writing reports needs accurate use of the past tense.

Speaking

- Learners may not be able to use key phrases with enough fluency.
- Learners may be incomprehensible when they say longer words, because they do not stress the words properly.
- Learners may sound rude when they don't mean to be, because their intonation is different from that of English people.

Stress is the emphasis put on certain syllables. For example, we say '**e**mergency', not '*e*mergency'.

Intonation is the rise and fall of the voice (the tune). In English, a change in intonation can change the impression given, e.g. of politeness or rudeness.

Numeracy

- Some learners may be good at numeracy, but not be able to express concepts in words, e.g. comparatives – 'X is 2 cm longer than Y'.

Culture

- Some learners may lack basic information about the British system, e.g. the NHS; the fact that there are Health and Safety laws.

How to help

Problems with vocabulary

- Encourage learners to see vocabulary (lexical items) as meaningful phrases rather than single words, e.g. 'in accordance with' is a whole item, and talking about the meaning of the word 'accordance' on its own is confusing.
- Show learners how to look up phrases in dictionaries using the key word, (e.g. look under 'accordance' to find 'in accordance with'). Help them to pick the right meaning for the context. Encourage their use of bilingual dictionaries, but try where possible to make sure the dictionary they use is not too basic.
- Don't ask ESOL learners to write their own definitions of words and phrases. You could write your own definitions, then ask the learners to match the definitions to the words or phrases.
- To make meaning clear, try mime, visuals or lots of examples of the use of the new vocabulary in a similar context to the one in which they met it.

Problems with grammar

- Find a good self-help grammar book for learners to use or to get ideas for your own teaching. Particularly useful for learners on vocational courses are those books with sections on past tenses, passives, conditionals, comparatives and superlatives.

Problems with formal and informal language

- Make time to examine informal phrases learners might hear from colleagues or clients (e.g. 'I'm feeling out of sorts', 'this machine's knackered') and re-phrase them in your own or the learners' own words.
- Discuss with learners the type of person who is likely to use the phrases, e.g. an elderly person or a young person. Discuss with learners whether they only need to understand the phrases or if they are phrases it would be appropriate to use themselves.
- Discuss with learners any connotations the phrases might have, e.g. 'he's going round the bend' is considered insulting, and although care workers might hear it said, it would be unprofessional for them to use it.

Problems with speaking

- Learners may not be fluent in utterances they need to use in their work, e.g. 'How can I help you?' in customer service. They can develop fluency by listening and repeating selected utterances from a taped dialogue. They should listen to the whole dialogue at least twice, then listen and repeat selected parts of the dialogue.
- ESOL learners may find it difficult if they are asked to role-play a situation immediately after listening to a dialogue on tape. Selective repetition from the tape can be a useful interim stage.

- If learners cannot pronounce key vocabulary comprehensibly, demonstrate which syllable is stressed. You can mime this by saying the word and bringing your hand down on the stressed syllable, or you can write the word and underline the stressed syllable (or both).
- To help learners sound polite or interested, take a key utterance and mime the intonation pattern by moving your hand up and down to show the 'tune'. Learners need to repeat key utterances, trying to get the intonation right, e.g. 'Is everything all right?' in the catering industry.

Lack of experience of the cultural context

- If learners lack experience of the British system, for example 'Entry to Employment' or 'Jobseeker programme', try to draw on their experience of the systems of their own countries and encourage them to make comparisons. Try to encourage an atmosphere where the ESOL learners learn about the British system at the same time as other learners in the group get an insight into the cultures the ESOL learners come from.

Background information

National Occupational Standards (NOS) and National Vocational Qualifications (NVQs)

National Occupational Standards (NOS) are standards of knowledge, understanding and performance laid down by a specific sector (for example, construction). They are used as the basis for development of a wide range of qualifications in a range of subjects and levels. Most NOS are developed and held by Sector Skills Councils such as the Construction Industry Training Board (CITB ConstructionSkills). For example:

- CITB ConstructionSkills has National Occupational Standards that cover a range of about 22 Construction occupations, including Trowel occupations, Decorative occupations and Scaffolding.
- These are at 5 levels, from Level 1 to Level 5.
- There are 67 units in the Level 2 standards for Construction.

These National Occupational Standards are then used to define National Vocational Qualifications and other qualifications (such as proficiency certificates) by a process of specifying mandatory and optional units from the NOS. So any qualification is made up of a specified number of units, including mandatory and the required number of optional units. These units are delivered within the chosen context (e.g. Trowel occupations), developing the specific skills required by this context. For example:

- Social care has 45 units in the standards, held by TOPSS (Training Organisation for Personal and Social Services).
- The NVQ Level 2 in Social care requires 4 core units, plus 2 optional chosen from a range of 41 units (to reflect the learner's work situation) taken from the NOS.

Note that some occupational settings share standards, for example the same customer service standards occur in Leisure, Retail and Hospitality.

To keep their application as wide as possible, the referencing in all the files of this project that address vocational content is to the NOS.

Adult Core Curriculum documents

The Adult Literacy and Numeracy Core Curricula define and describe the literacy and numeracy skills required by adults at a range of levels: Entry 1, Entry 2, Entry 3, Level 1 and Level 2. Print versions of the curricula documents can be obtained from Prolog using the phone number shown on the back cover of this file. Interactive versions of the curricula, which are cross-referenced to *Access for All*, can be downloaded via www.dfes.gov.uk/readwriteplus.

These documents list skills at each level, grouped into:

literacy: reading, writing, speaking and listening
numeracy: number, measures, shape and space and handling data.

Each of these sections is subdivided, with detailed definitions of the specific skills required and descriptions of how they can be taught. Each skill has a unique reference code, described elsewhere in this document. In addition to these two documents, there are the following:

Adult pre-entry curriculum framework: this framework sets out the entitlement to learning literacy and numeracy for adults with learning difficulties and/or disabilities who have not yet reached Entry 1 in the Adult Literacy and Adult Numeracy core curricula. It has been organised as a series of eight milestones.

Adult ESOL core curriculum: this defines and describes the literacy skills required by English for Speakers of Other Languages.

Access for All: this offers guidance on making the adult literacy and numeracy core curricula accessible to the whole range of learners, including those with disabilities and/or learning difficulties.

LSC funding guidance

The LSC has issued guidance on funding embedded literacy, language (ESOL) and numeracy provision. The following is an extract from that guidance:

Funding Embedded Literacy, Language (ESOL) and Numeracy Provision

For the purposes of this briefing note, embedded teaching and learning is defined as follows:

“Embedded teaching and learning combines the development of literacy, language (ESOL), and numeracy with vocational and other skills. The skills acquired provide learners with the confidence, competence and motivation necessary for them to succeed in qualifications, in life and at work.”

Embedded basic skills combines the delivery of literacy, language (ESOL) or numeracy learning aims with other learning aims. There is no single learning aim recognised as an embedded basic skills learning aim, and the Council does not recognise this concept for funding purposes.

It follows that *embedding basic skills is an approach to curriculum delivery* and involves at least one vocational learning aim and one basic skills learning aim. What is required therefore is that the teaching and learning of both the vocational and the basic skills learning aims is acknowledged and recorded.

Funding Embedded Basic Skills Provision

For funding purposes, an embedded approach requires two or more learning aims to be in place – one for the vocational programme and the other for the additional literacy, language (ESOL), or numeracy programme. Learners will be enrolled on both of these learning aims, and funding will be drawn down accordingly. Only the basic skills learning aim will be eligible for the 1.4 programme weighting uplift. The vocational learning aim will be paid at the usual programme weight for that subject.

There is a generally held misconception that provided at least 50 per cent of a course comprises basic skills, then the 1.4 uplift would apply to the whole course (sometimes referred to as the “50 per cent rule”). This is not the case; each learning aim receives its related programme weighting.

Where learners are following multi-learning aim programmes that include basic skills learning aim(s), they may be eligible for the basic skills disadvantage uplift. Annex F of the Funding Guidance for Further Education in 2004/05 describes in detail how to determine when a basic skills learner is entitled to the disadvantage uplift.

Recording Embedded Basic Skills Provision

The teaching and learning of both the vocational and the basic skills learning aims should be recorded. The Individualised Learner Record (ILR) should contain a separate learning aim record for each learning aim. The learning aim reference (field A09) determines the appropriate programme weighting, as identified by the Learning Aim Database. The start and planned end dates (fields A27 and A28) plus the number of guided learning hours (field A32), will determine the size of each learning aim and the overall learning programme. Where basic skills are embedded within a vocational learning aim, the overall size of the learning programme must be greater than the vocational learning aim delivered in a traditional manner, that is on its own.

Register detail will confirm that the teaching has been delivered for both (or all) learning aims involved in the programme.

This information was issued by the Learning and Skills Council in August 2004 to supplement the 2004–05 Funding Guidance for FE. For further information and to see the Funding Guidance for 2005–06 (published March 2005) please visit the LSC’s website:

www.lsc.gov.uk

or call 0870 900 6800 for publication enquiries.

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Publication enquiries: 0870 900 6800

Ref: LSC/AA000/1191/04

Introduction to *Cleaning*

The purpose of these learning materials is to develop the specific literacy, language and numeracy skills that underpin Cleaning building interiors. There is much evidence to suggest that specific literacy, language and numeracy skills are required in order to achieve this vocational qualification and to operate effectively within the workplace. Good literacy, language and numeracy skills are also required in order to progress within the workplace and to access further training.

Facts

- A worker needs to be at Level 2 to qualify for most jobs.
- You need literacy, language and numeracy skills at least at Level 1 at the beginning of an NVQ Level 2 course to make best use of it.
- Much workplace health and safety information requires reading skills at least at Level 2. This also applies to work instructions, quality instructions and documents, information on new procedures and so on.

Source: *Basic Skills are Union Business*, Basic Skills Agency

Rather than set about the impossibly large task of developing the full range of literacy, language and numeracy skills as described in the Adult Core Curricula, this project prioritises those skills that have been identified as playing a key role in occupational requirements. This allows teachers to provide a clear rationale to learners for literacy, language and numeracy skills development within their vocational training.

In the same way that we cannot set out to cover all literacy, language and numeracy skills, it would not be realistic to set out to provide full coverage of all the training requirements of the Level 1 qualifications in building occupations, as described in the occupational standards. Instead, aspects of the training that place a particular demand on literacy and/or numeracy skills have been prioritised. Again, this will confirm to learners that these particular literacy, language and numeracy skills are an absolute requirement in order to perform occupational tasks correctly.

Prioritisation of skills

The first step in identifying the specific literacy, language and numeracy skills to be developed in these materials was the mapping of the literacy and numeracy standards to the National Occupational Standards for Cleaning Building Interiors Level 1 and Level 2.

In order to achieve full competence in the Cleaning industry, the following levels of literacy, language and numeracy are required:

Literacy skills

- Reading – Level 2
- Speaking and listening – Level 1
- Writing – Level 1

Numeracy skills

- Number (some aspects) – Level 1
- Measure (some aspects) – Level 1
- Interpreting data (some aspects) – Entry 3

The next step was to prioritise the aspects of the training where there was most perceived need for development of sound literacy, language and numeracy skills. This was done in consultation with a range of representatives from the sector, including the Sector Skills Council [Asset Skills], deliverers of training, sector experts and employers.

The outcomes of this content review were then broken down into a logical module structure:

Module 1: Maintaining service delivery

Module 2: Health and safety

Module 3: Cleaning

The coverage that resulted indicates the priorities identified. It offers a sound basis for effective development of a range of occupational skills as well as transferable literacy, language and numeracy skills. It should be stressed again that the materials do not aim to provide full coverage of either the NVQ or the Adult Literacy and Numeracy Core Curricula. These learning materials are designed to supplement existing vocational learning materials, either commercially available or centre-designed.

It should be noted that NOS are reviewed on a three-yearly cycle – this may impact on NOS references. Attempts will be made to update materials as appropriate.

Module structure

All the modules have a common structure. The first page is intended for use by the teacher: it outlines the content for the module and repeats the relevant content coverage chart. The second page repeats this information, in a way that is relevant to the learner perspective. It outlines the main *themes* in the module, and indicates the relevant pages for each theme. The first of a sequence of themes is then presented. Each theme consists of a sequence of *Teacher notes*, *focus* and *task* pages.

- **Teacher notes** Teacher notes are provided for both the focus and task pages that follow. These offer a wide range of information, advice and guidance on the materials and how to present them. The notes form a critical part of the interpretation of the materials.
- **Focus pages** These pages have been written to provide a vocational teaching focus with embedded development of a particular literacy, language and numeracy skill or set of skills. It is intended that much of the teaching – both vocational and literacy, language and numeracy – is developed from the focus pages and that all aspects of the topic are considered in an integrated way. It is also intended that the focus page will act as a memory aid or focus for revision for learners.

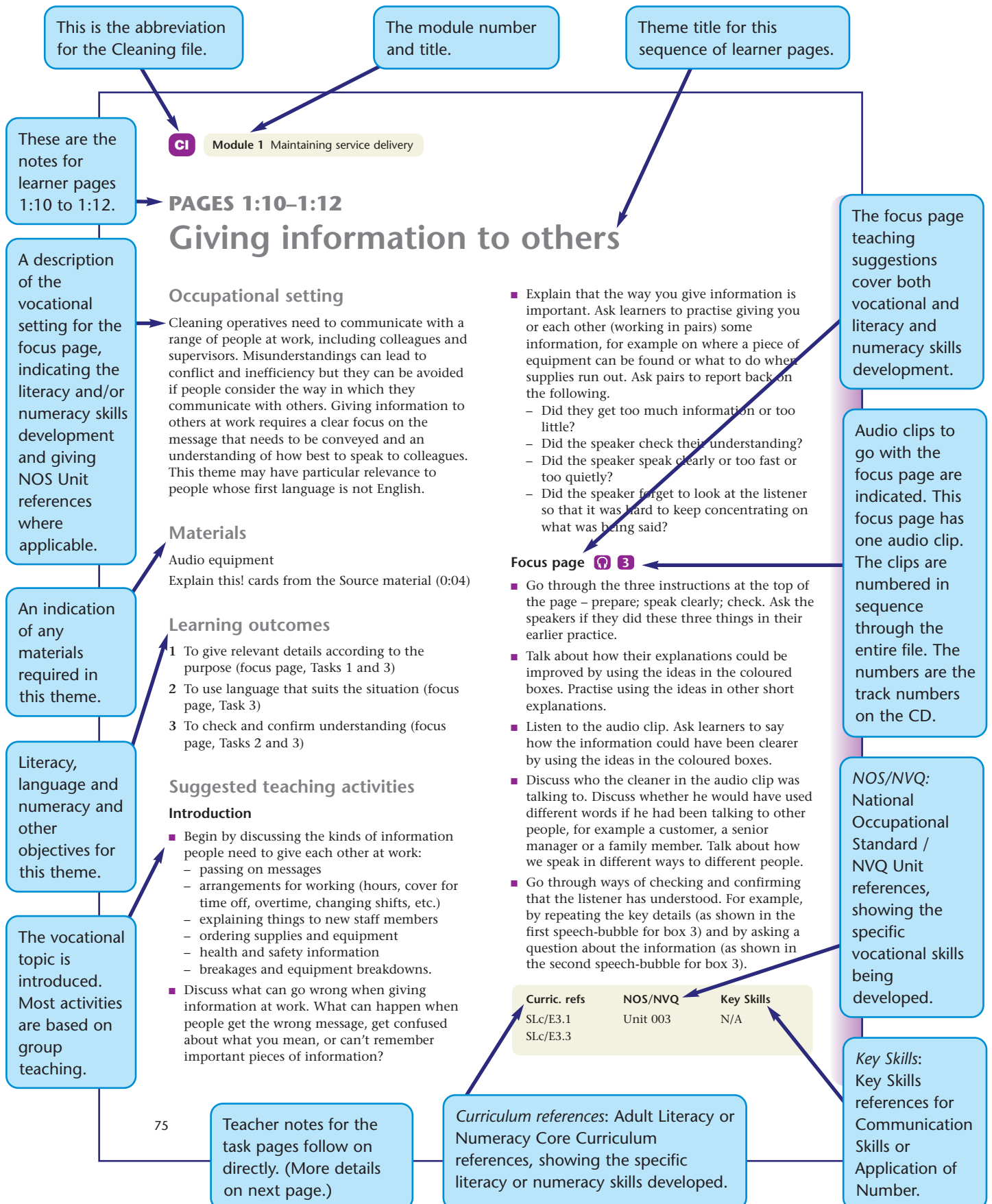
- **Task pages** Each focus page is followed by at least one page of tasks. These offer learners the opportunity to develop and practise the specific literacy, language and numeracy skills outlined on the focus page. It is important to note that these tasks are *not* designed for independent completion by learners, but as a vehicle for teaching and guided practice of skills.

And finally, at the end of each module:

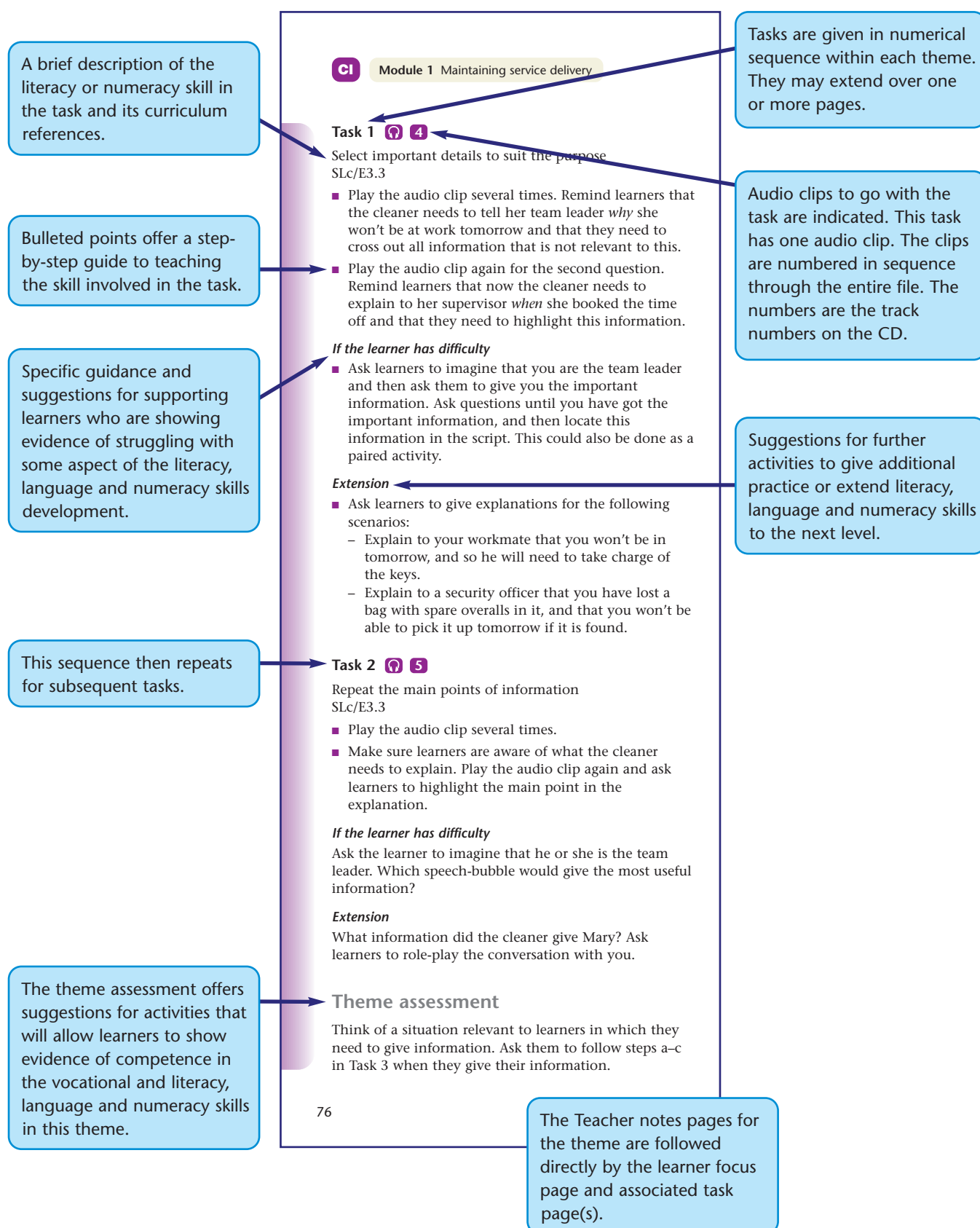
- **‘Check it’ skills tests, Audio scripts and Answers** are presented. The tests are modelled on the national literacy and numeracy tests. The Audio scripts present the audio clips in text form. Responses for all questions that have specific answers are collected together at the end.

The key on the following pages offers an explanation of the main features of the Teacher notes, focus and task pages.

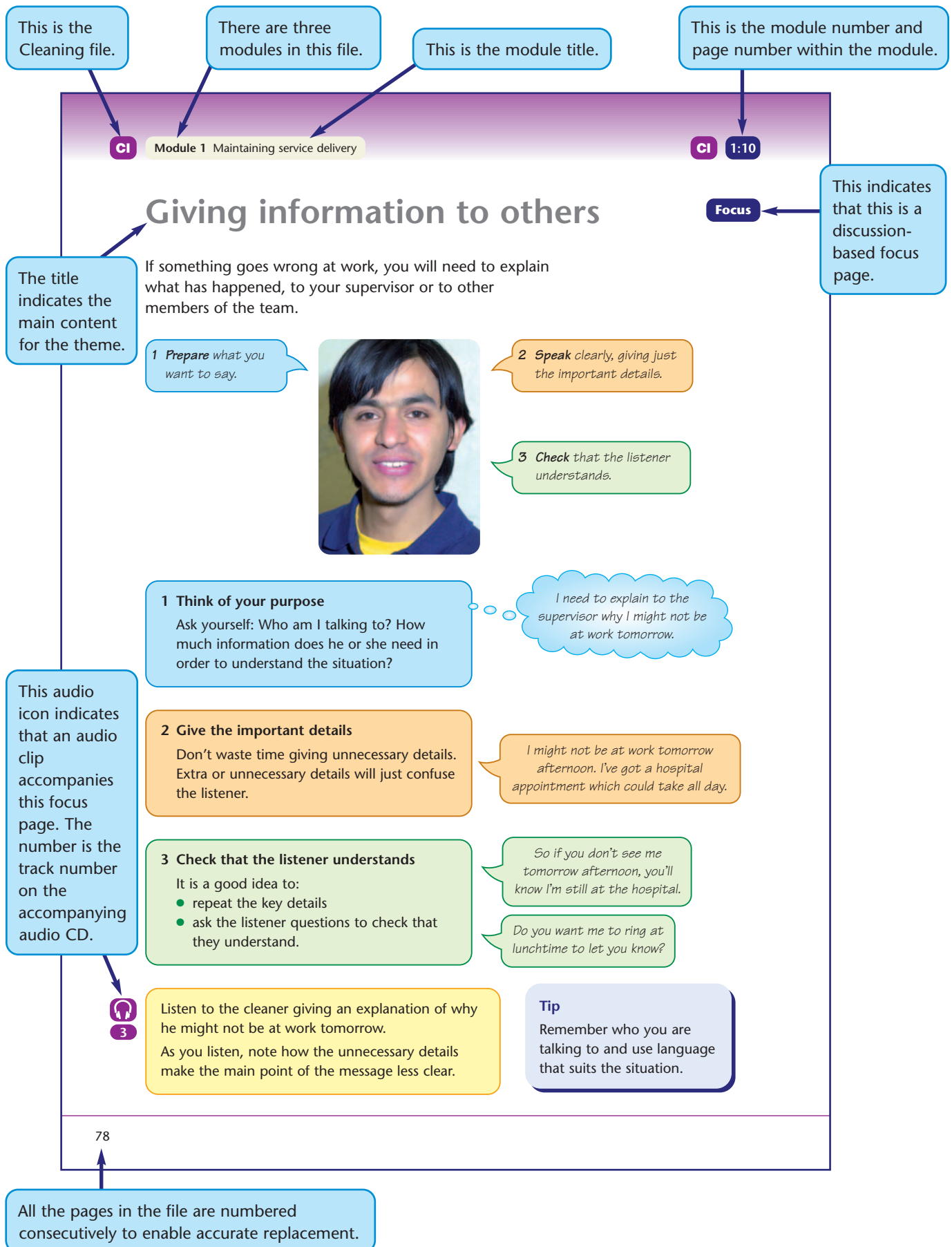
Guide to Teacher notes layout



Guide to Teacher notes layout (task pages)



Guide to focus page layout



Guide to task page layout

This indicates that this is an activity-based task page.

The tasks are numbered consecutively within a theme.

This audio icon indicates that an audio clip accompanies this task. The number is the track number on the accompanying audio CD.

CI
Module 1 Maintaining service delivery

CI 1:11

Giving information to others

Task 1

1 A cleaner needs to explain to her team leader **why** she won't be at work tomorrow.

Listen to what she says. Cross out the sentences that give unnecessary information. The first one has been done for you.

~~I know we're rather short-staffed at the moment.~~ It's that time of year, isn't it? I hear Sally's come down with the flu as well now. I won't be in tomorrow. I booked the day off a month ago when the temporary supervisor was here. I haven't actually taken all my holidays this year. I'm going to visit my sister in Bristol. I'm not looking forward to it. I don't drive distances very often.

2 The cleaner now needs to tell her supervisor **when** she booked the time off.

Highlight the information she needs to give.

I know we're rather short-staffed at the moment. It's that time of year, isn't it? I hear Sally's come down with the flu as well now. I won't be in tomorrow. I booked the day off a month ago when the temporary supervisor was here. I haven't actually taken all my holidays this year. I'm going to visit my sister in Bristol. I'm not looking forward to it. I don't drive distances very often.

Tip
Look for the sentence that gives the required information.

79 Give important details to suit the purpose.

SLC/E3.3

Most pages contain boxes that feature explanations or tips.

Tip
Cross out anything that the team leader doesn't really need to know.

Task pages feature a brief explanation of objectives.

References to the adult curriculum are given.

Curriculum coverage grids

The curriculum coverage grids on the following pages will help you to identify where and when to incorporate these materials. They are laid out as shown in Figure 1 below.

Figure 1

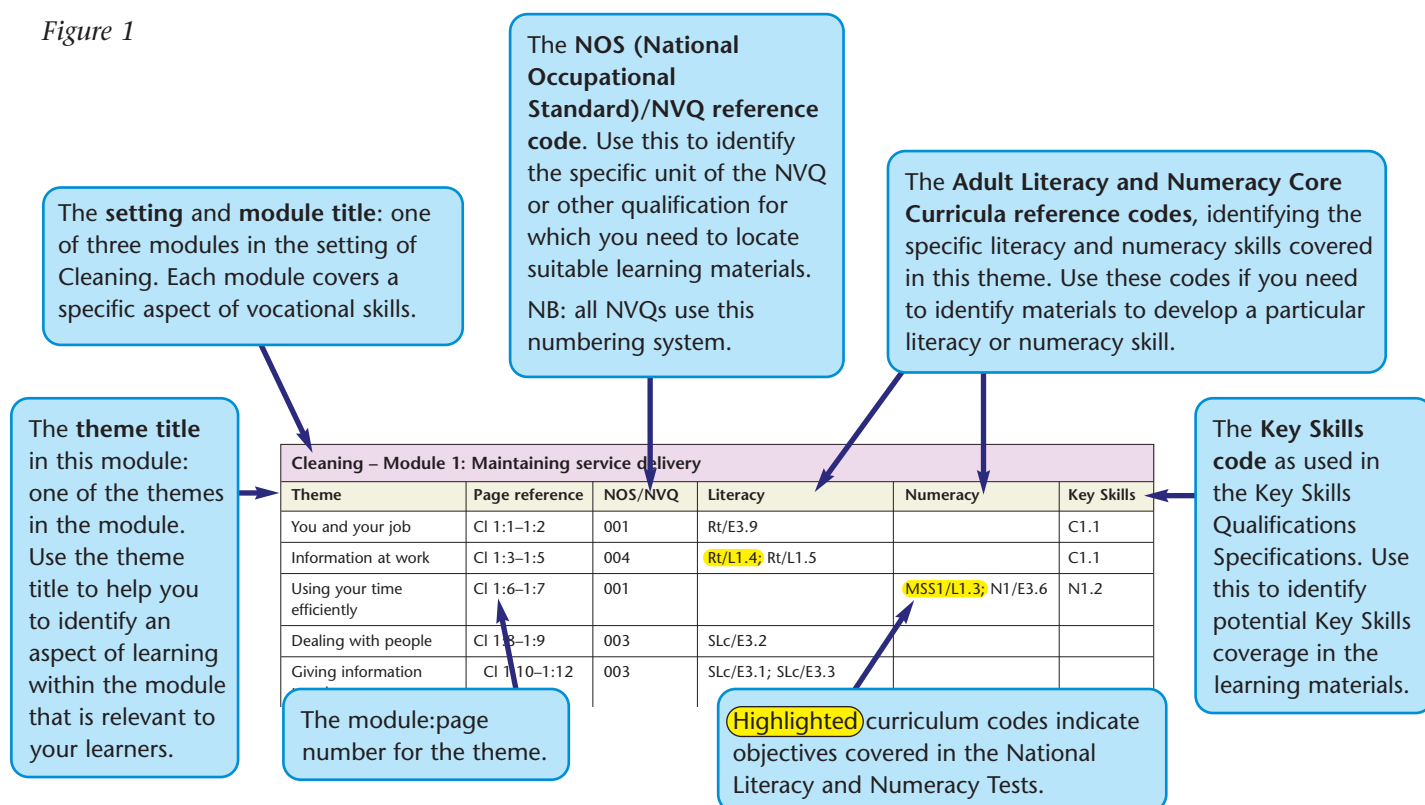


Figure 2 offers a brief explanation of what the curriculum references mean.

Figure 2

| Curriculum area | Detailed element | Curriculum reference |
|--------------------------------------|--|----------------------|
| Speaking and Listening | Listen and respond Speak to communicate Engage in discussion | SLlr SLc SLd |
| Reading and Writing (Text focus) | Reading comprehension Writing composition | Rt Wt |
| Reading and Writing (Sentence focus) | Grammar and punctuation Grammar and punctuation | Rs Ws |
| Reading and Writing (Word focus) | Vocabulary, word recognition and phonics Spelling and handwriting | Rw Ww |
| Number | Whole numbers Fractions, decimals and percentages | N1 N2 |
| Measures, Shape and Space | Common measures Shape and space | MSS1 MSS2 |
| Handling Data | Data and statistical measures Probability | HD1 HD2 |

A typical entry (for example, the objective 'Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages') is N2/L1.11. The codes after the '/' indicate the level of the curriculum objective, which can range from Entry 1, 2 and 3 through to Levels 1 and 2. The final number simply indicates the objective's position in the sequence.

A full explanation of the curricula and how they are organised is given in the Adult Literacy Core Curriculum and the Adult Numeracy Core Curriculum, both of which can be accessed via www.dfes.gov.uk/readwriteplus

Links to the National Tests in Adult Literacy and Numeracy

As mentioned above, the highlighted curriculum objectives in the Curriculum coverage grids indicate the content objectives of the National Tests that are addressed within the scope of this file. It should be emphasised however that these are only indicative, and are subject to change. The chart that follows the main grids gives similar guidance on content areas covered by the National Tests that do *not* receive attention within the coverage of this file. If required, resources in a similar format to cover these objectives can be found in the generic *Skills for Life* learning materials mentioned earlier. These can be accessed from:

www.dfes.gov.uk/readwriteplus

Vocational qualifications relevant to *Cleaning*

A wide variety of Awarding Bodies offer qualifications relevant to *Cleaning*. The following is a list of the qualifications currently accredited by QCA at Level 1 and Level 2, and for which the content of this file should offer support. A full and current list can be found at

www.openquals.org.uk

| Qualification | Type | Level | Awarding body |
|--|------|-------|-----------------------------|
| Cleaning Operators Proficiency Certificate | VRQ | 1 | BICSc |
| Food Premises Cleaning Certificate | VRQ | 1 | BICSc |
| Car Valeting Certificate | VRQ | 1 | BICSc |
| Cleaning and Support Services (Building Interiors, Highways and Land) | NVQ | 1 | City and Guilds/WAMITAB |
| Cleaning and Support Services (Building Interiors, Highways and Land, Food Premises, Windows, Carpets) | NVQ | 2 | City and Guilds/WAMITAB/MTC |
| Certificate in Cleaning Science | VRQ | 2 | City and Guilds |

Curriculum coverage grids

| Cleaning – Module 1: Maintaining service delivery | | | | | |
|---|----------------|---------|--|--------------------|------------|
| Theme | Page reference | NOS/NVQ | Literacy | Numeracy | Key Skills |
| You and your job | CI 1:1–1:2 | 001 | Rt/E3.9 | | C1.1 |
| Information at work | CI 1:3–1:5 | 004 | Rt/L1.4; Rt/L1.5; Rt/E3.9 | | C1.1 |
| Using your time efficiently | CI 1:6–1:7 | 001 | | MSS1/L1.3; N1/E3.6 | N1.2 |
| Dealing with people | CI 1:8–1:9 | 003 | SLc/E3.2 | | |
| Giving information to others | CI 1:10–1:12 | 003 | SLc/E3.1; SLc/E3.3 | | |
| Carrying out duties as instructed (1) | CI 1:13–1:14 | 001.2 | | HD1/L1.1; HD1/L1.2 | N1.1 |
| Carrying out duties as instructed (2) | CI 1:15–1:16 | 001.2 | SLlr/L1.1; SLlr/L1.2 | | C1.1 |
| Terms and conditions of employment | CI 1:17–1:18 | 001.2 | Rt/L1.2; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2 | | C1.2 |
| Develop yourself within your career (1) | CI 1:19–1:20 | 003.1 | Rw/L1.1; Rw/L1.2; Rt/L1.1; Rt/L2.1; SLc/L2.1; SLc/L2.3 | | C2.1 |
| Develop yourself within your career (2) | CI 1:21–1:22 | 003.1 | Wt/L1.2; Wt/L1.1; SLc/L2.1; SLc/L2.3 | | C1.3 |

| Cleaning – Module 2: Health and safety | | | | | |
|--|----------------|---------|--|----------|------------|
| Theme | Page reference | NOS/NVQ | Literacy | Numeracy | Key Skills |
| Signs and symbols | CI 2:1–2:3 | 002 | Rt/L1.3; Rw/E3.1; Rt/E3.9 | | |
| Fire extinguishers | CI 2:4–2:7 | 002 | Rt/L1.3; Rt/L1.4; Rw/E3.1; Rt/E3.5; Rt/E3.8; Rt/E3.9 | | |
| Fire! | CI 2:8–2:10 | 002 | Rs/E3.1; Rt/E3.7; Rt/E3.8; Rw/E3.3; Rw/E3.5 | | |
| Choosing the correct equipment | CI 2:11–2:15 | 002 | Rt/L1.3; Rw/E3.1; Rw/L1.1; Rt/E3.8 | | |
| Health and safety policies (1) | CI 2:16–2:17 | 002 | Rt/L1.2; Rt/L1.4; Rt/L1.5 | | C1.2; C2.2 |
| Health and safety policies (2) | CI 2:18–2:19 | 002 | Rt/L1.1; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2 | | C1.2; C2.2 |
| Safety data sheets | CI 2:20–2:21 | 002 | Rt/L1.2; Rt/L1.5; Rw/L1.1; Rw/L1.2; Rt/L1.4 | | C1.2 |
| Reporting accidents | CI 2:22–2:26 | 002 | SLc/L1.3; SLlr/L1.1; SLlr/L1.6; Rt/L1.2; Wt/L1.2; Wt/L1.4; Wt/L1.5; Wt/L1.6; MSS1/E2.3 | | C1.3 |

| Cleaning – Module 3: Cleaning | | | | | |
|-----------------------------------|----------------|------------------|---|--------------------|------------|
| Theme | Page reference | NOS/NVQ | Literacy | Numeracy | Key Skills |
| Labels | CI 3:1–3:4 | | Rt/L1.4; Rt/L1.5; Rt/L1.1; Rw/L1.1; Rw/L1.2; Rw/L1.3; Rs/L1.1 | | C1.2 |
| Liquid measures | CI 3:5–3:6 | | | MSS1/E2.7 | |
| Measuring water with a bucket | CI 3:7–3:8 | 010; 011; 012 | | N2/E2.2 | |
| Measuring water with a jug | CI 3:9–3:10 | | | MSS1/L1.4 | N1.1 |
| Using a pump action dispenser | CI 3:11–3:12 | 010; 011; 012 | | N1/E3.5 | |
| Using ratios on product labels | CI 3:13–3:14 | | | N1/L1.7 | N1.2 |
| Using a dilution chart | CI 3:15–3:16 | | | HD1/L1.1 | N1.1 |
| Converting millilitres and litres | CI 3:17–3:18 | | | MSS1/L1.7; N1/L1.4 | N1.2 |
| Checking deliveries | CI 3:19–3:20 | 001 | Rt/L1.4; Rw/L1.3 | N1/E3.1 | |
| Leaving messages | CI 3:21–3:23 | 003 | Rt/E3.4; Rt/E3.8; Rs/E3.2; Wt/L1.2; Wt/L1.4; Ww/L1.2; Ws/L2.4 | | |

Links to National Tests

The curriculum objectives highlighted in the chart on pages 9–10 indicate the content objectives of the National Tests that are addressed within the scope of this file. The chart below indicates content areas covered by the National Tests that do not receive attention within the coverage of this file.

| National Test references <i>not</i> featured in the Cleaning file | | | |
|---|---------|------------|------------|
| Literacy | | Numeracy | |
| Level 1 | Level 2 | Level 1 | Level 2 |
| Rs/L1.2 | Rs/L2.1 | N1/L1.1 | N1/L2.1 |
| | Rs/L2.2 | N1/L1.3 | N1/L2.2 |
| | Rt/L2.1 | N1/L1.5 | N1/L2.4 |
| | Rt/L2.2 | N1/L1.6 | |
| | Rt/L2.3 | N1/L1.8 | |
| | Rt/L2.4 | N1/L1.9 | |
| | Rt/L2.5 | N2/L1.1 | N2/L2.1 |
| | Rt/L2.6 | N2/L1.2 | N2/L2.2 |
| | Rt/L2.7 | N2/L1.3 | N2/L2.3 |
| | Rw/L2.1 | N2/L1.4 | N2/L2.4 |
| | Rw/L2.3 | N2/L1.5 | N2/L2.5 |
| | Ws/L2.1 | N2/L1.6 | N2/L2.6 |
| | Ws/L2.2 | N2/L1.7 | N2/L2.7 |
| Ws/L1.1 | Ws/L2.3 | N2/L1.8 | N2/L2.8 |
| Ws/L1.3 | Ws/L2.1 | N2/L1.9 | N2/L2.9 |
| Wt/L1.3 | Wt/L2.3 | N2/L1.10 | |
| Wt/L1.6 | Wt/L2.4 | MSS1/L1.1 | MSS1/L2.1 |
| | Wt/L2.5 | MSS1/L1.2 | MSS1/L2.2 |
| | Wt/L2.7 | MSS1/L1.5 | MSS1/L2.3 |
| Ww/L1.1 | Ww/L2.1 | MSS1/L1.6 | MSS1/L2.4 |
| | | MSS1/L1.8 | MSS1/L2.5 |
| | | MSS1/L1.9 | MSS1/L2.6 |
| | | MSS1/L1.10 | MSS1/L2.7 |
| | | | MSS1/L2.8 |
| | | | MSS1/L2.9 |
| | | | MSS1/L2.10 |
| | | MSS2/L1.1 | MSS2/L2.1 |
| | | HD1/L1.3 | HD1/L2.1 |
| | | HD1/L1.4 | HD1/L2.2 |
| | | | HD1/L2.3 |
| | | | HD1/L2.4 |
| | | HD2/L1.1 | |
| | | HD2/L1.2 | |

