

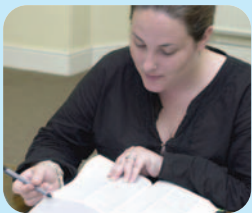
# Skills for Life

The national strategy for improving adult literacy and numeracy skills

Materials for  
Embedded Learning

First Aid

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



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ISBN 1-84478-556-4

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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 relevant National Standards and the Adult Core Curricula, it is hoped that the value to teachers will also be clear.

The range of settings planned for the whole project are:

<b>Title</b>	<b>Order code</b>
<b>Vocational settings</b>	
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	
<b>Employability materials</b>	
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
<b>Professional development</b>	
Effective communication for international nurses (modules 1–2)	embedded/NU
Effective communication for international nurses (modules 3–6)	embedded/NU/3–6
<b>Community settings</b>	
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](http://www.dfes.gov.uk/readwriteplus/embeddedlearning)

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

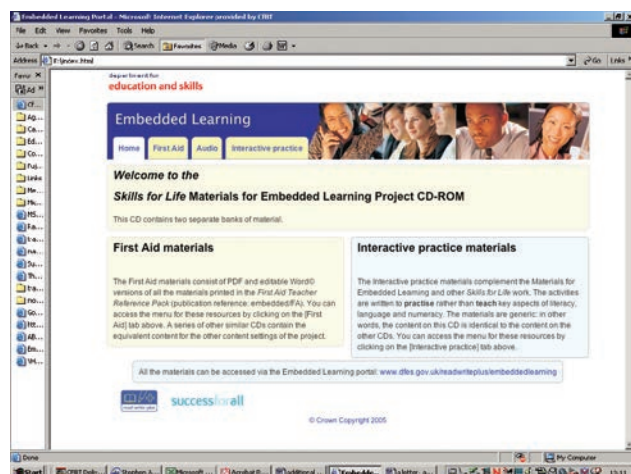
The resources in this file are intended for use by teachers – coming both from vocational and literacy, language and numeracy backgrounds. The file contains extensive Teacher notes linked to Learner materials. The Learner materials are presented in colour in the main teacher reference section of the 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. The audio files are presented in two formats. In an audio CD player, the tracks will play in the normal way. In a computer, with a sound card and speakers, MP3 files can be accessed from the launch menu.

## Access to the paper-based resources from the same CD

Also on the CD are PDF and Word® computer files from which the paper-based resources in this file can be reproduced electronically. The 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

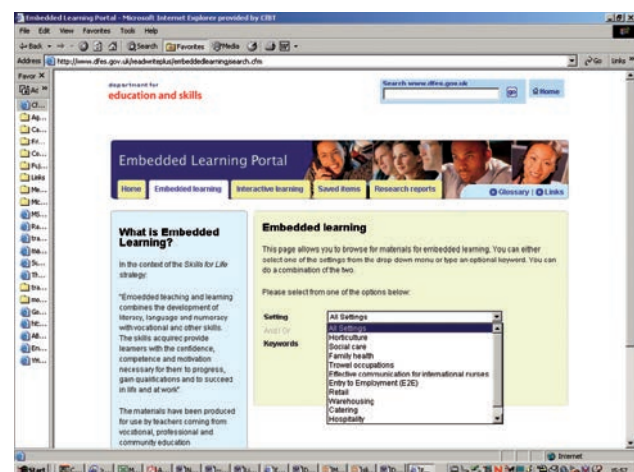
The screen-based materials are available both via the CD contained in this pack, and via a powerful Internet site that gives access to all the resources. Materials are being published over the period from autumn 2004 to summer 2006. As additional resources are developed, they are entered onto the appropriate 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](http://www.dfes.gov.uk/readwriteplus/embeddedlearning)

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

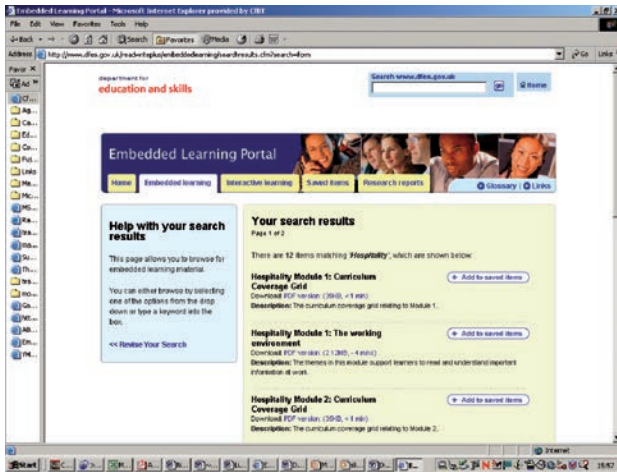


Clicking on the 'Embedded learning' tab brings up this screen:





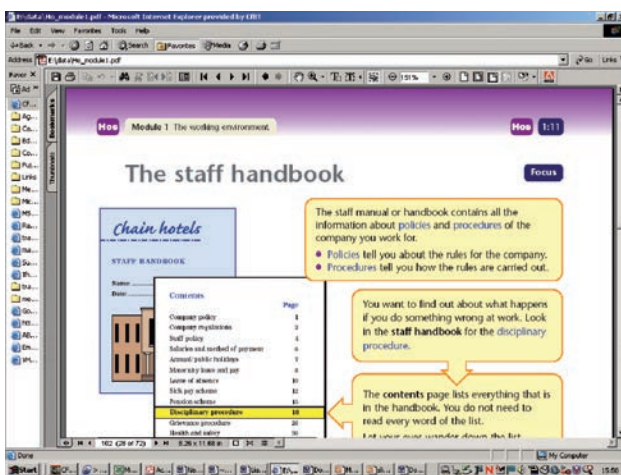
The listing of titles shown in the drop-down menu will be the current listing of all the resources which have been published in the project. Clicking on one of these, or using the straightforward search facility, will bring up a list of content that matches your chosen criteria:



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

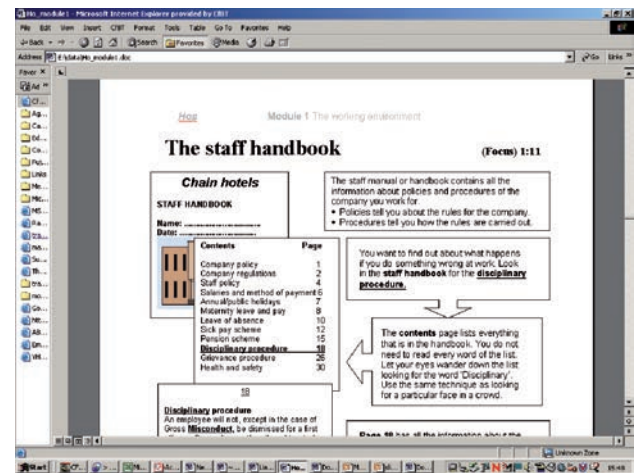
All the resources are available in Word® and PDF formats. Clicking on the PDF choice will bring up a sequence of Teacher notes and Learner material pages, which will look like this:



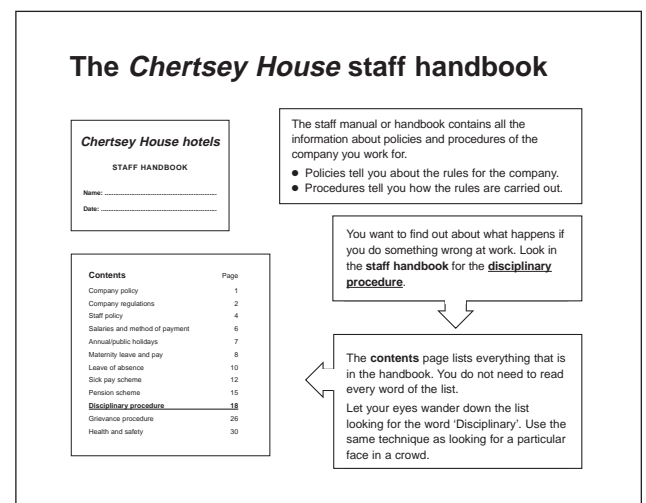
These files present the pages in colour, in exactly the same way as they are presented in this file. Using this facility, the pages can be projected using a data projector, or colour copies can be

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 recognizable 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.

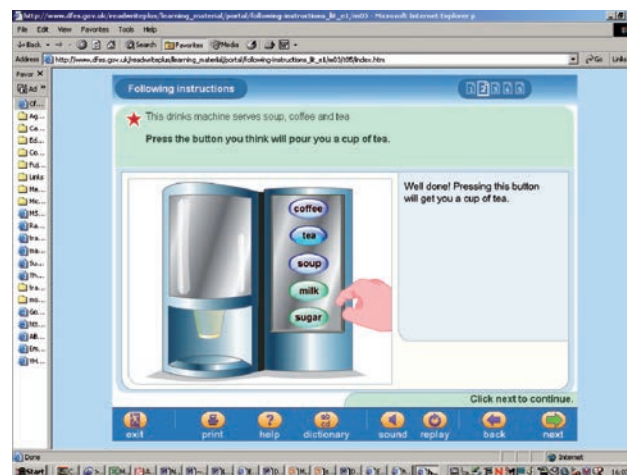
Clicking on the ‘Interactive learning’ tab brings up a screen like this one:



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. Some 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](http://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 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 First Aid and curriculum coverage)** contains an introduction to this set of employability materials detailing the rationale for their development and their intended role and purpose. This section also includes an explanation of the structure and layout of the Teacher Notes and Learner materials, including the detailed curriculum coverage charts. For each module, the charts map the content both to vocational standards (where relevant), and to the Adult Core Curricula for literacy and numeracy and Key Skills Standards.

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

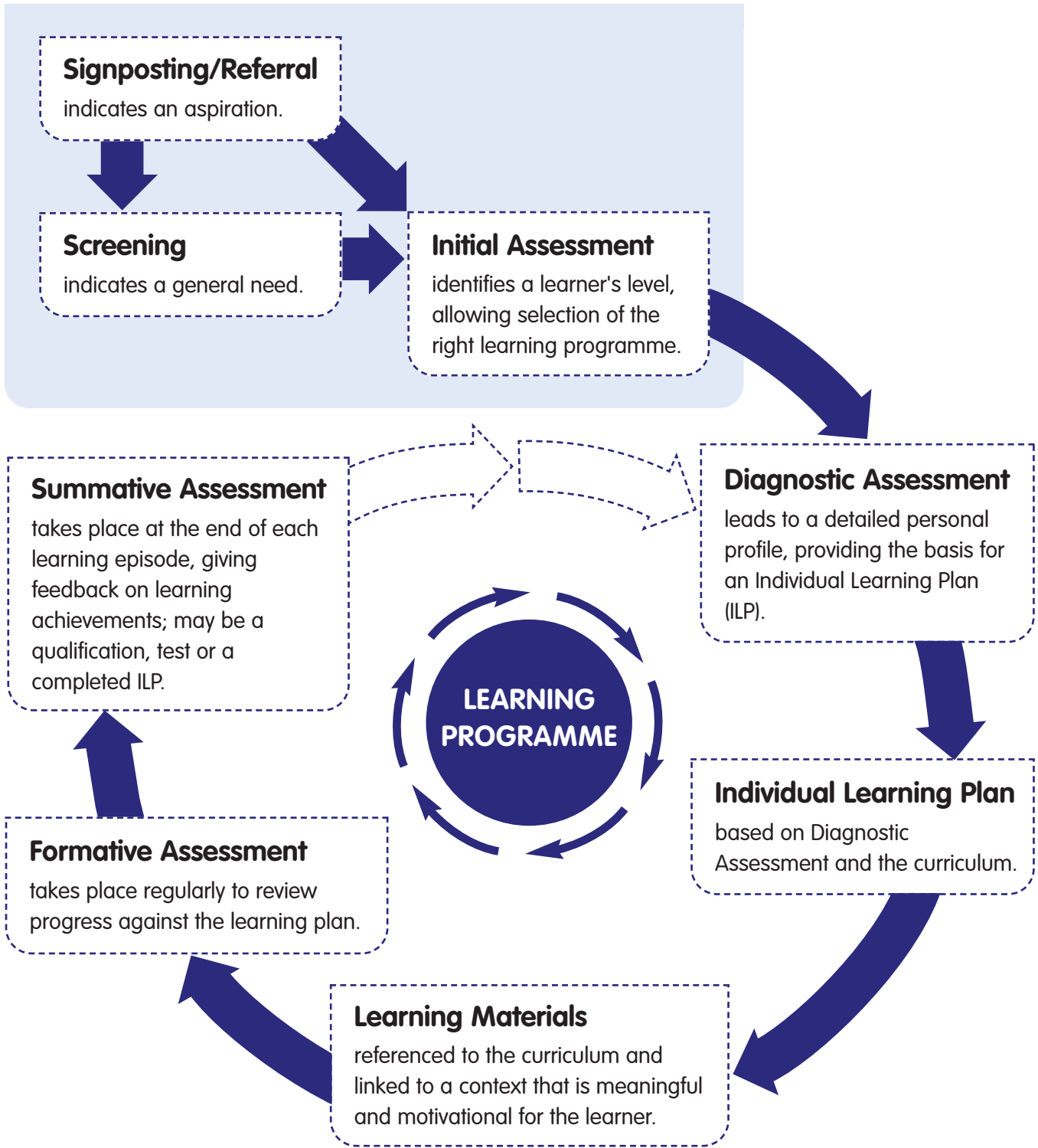
- **Source material** is a 'real-life' collection of documents: forms to fill in, notices to read and so on. It offers authentic resources that are used as a point of reference and as a focus for skills development. They can readily be adapted or enhanced to reflect the needs of learners. (pages 11–23)
- **Glossary** The second element is a glossary for learners, containing relevant vocational and literacy/numeracy terms used in the file. (pages 24–26)

**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 module 4.

# 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](http://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](http://www.dfes.gov.uk/readwriteplus)

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

[www.toolslibrary.com](http://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](http://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](http://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. *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](http://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. The resources may also be used by literacy and numeracy specialists working alongside vocational specialists. It is also recommended that vocational teachers using the materials receive training in:

- 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 a nationally recognised qualification. It is not intended to replace learning support and it is recommended that all programmes of learning, however short, include some capacity for incorporating support:

- 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 Level 1 and Level 2. Learners whose reading skills are at Entry 1 or Entry 2 will inevitably struggle with reading skills development at Level 1 and Level 2 and will require significant additional support in order to benefit from the learning programme. Learners whose reading skills are broadly at Entry 3 will also struggle with this material, but may be able to benefit from the learning programme with 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 '*em*ergency', 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.

# 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](http://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](http://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

# Resources for 'cross sector' skills

A number of key workplace skills have been identified as being central to employability in a wide range of settings. These 'cross-sector' skills include ICT, Food hygiene, First Aid and Health and safety.

It therefore makes sense for a wide range of workers, both employed and seeking employment, to attend courses in these subjects either as part of their employment requirements or as employment preparation. This is reinforced by the mandatory aspect of First Aid, manual handling, Food hygiene, and Health and safety certification. Workplace legislation is in place that requires employers to ensure that particular workers are trained to a qualification standard in these areas. Health and safety legislation puts the onus on employers to ensure that employees are suitably trained and qualified and the responsibility on employees to abide by the requirements of Health and safety legislation.

Qualifications in these skills have a clear value within the workplace and can make a significant contribution to getting a job in the first place. The awards offered in these skills form an important contribution to a person's CV as well as being critical workplace skills in themselves.

The four files in this aspect of the *Materials for Embedded Learning* project have been designed to complement and support the various short courses that lead to awards in these areas:

- First Aid
- Food hygiene
- Health and safety (with manual handling)
- ICT

Each set of materials is presented in a separate file for ease of use, but the approach and organisation of each file is identical.

## Topic selection

The selection of topics was done in consultation with providers, prioritising those areas of learning where there is high take-up of courses and where there is commercial value to possessing a qualification. For instance:

- Possession of a valid **First Aid** certificate may well be useful when applying for many jobs.

- Accreditation in **Food hygiene** is a requirement for all workers in catering, hospitality, food retail and food manufacturing.
- **Health and safety** has a broad applicability for all sectors; basic awards recognise that the person receiving certification has studied some generic aspects of health and safety and has increased awareness of this important area. **Manual handling** certification will be useful for a wide range of jobs, including those in the care, retail and transport/logistics sectors.
- **ICT** is a highly valued skill, both by employers and employees. A first-rung qualification is a useful addition to skills for most areas of employment.

## Role of Materials for Embedded Learning in cross-sector courses

These materials are designed to support the literacy and numeracy aspects of short courses leading to awards. Typically these are time-limited courses, often delivered over a one- or two-day period. Their purpose is to train participants, mostly adults, in a limited set of knowledge and skills. Courses will often have a strong practical skills' development aspect, with delivery sessions on the underpinning knowledge. Assessment may be by a short test and/or test of practical skills.

With Key Skills mapping, it will also be possible to signpost for trainers and learners where opportunities exist for contributing to Key Skills programmes.

## The need for Literacy, Language and Numeracy materials in these areas

There are many thousands of people accessing qualifications in these areas. The qualifications are taken by many levels of workers, including those at the lowest levels of employment. They are also taken by people who are preparing for employment, such as offenders on community service orders. Many of these learners are likely to have literacy, language and numeracy skills needs, which can be supported using these materials.

## How the Materials for Embedded Learning work

The embedded materials do not in themselves provide a course leading to these awards, but are intended as a resource to be used to supplement a programme of work leading to a particular award. Many of these awards already have strong sets of materials that work well to deliver the courses to fairly tight time scales. The embedded materials have therefore been designed to work alongside these course materials. They do not aim to provide complete coverage of the vocational course material, but rather to prioritise and select where literacy and numeracy skills development is most crucial to effective completion of the course.

It is clear that including these materials is likely to extend the time needed to complete a course. It is also clear that the materials will not be required for all participants on such programmes. It must therefore be left to the discretion and experience of trainers delivering these programmes how much use is made of the materials for specific target audiences.

However, for participants on courses with literacy and numeracy needs, the materials will provide a valuable tool to increase achievement rates for harder to reach learners and for those learners whose literacy and numeracy skills are not yet at Level 2. It is also hoped that the resources will be the starting point for many learners to engage with other aspects of literacy, language and numeracy development relevant to their environment.

## Key features of the resources in this file

The resources have three main purposes: the development of literacy, language and numeracy skills, improved achievement in and retention of the course content, and to a limited extent, preparation for tests. With these in mind, the files offer these features:

- **Key Skills mapping** enabling links to be made to Key Skills development programmes
  - **Sample questions** in the style of the National Tests
  - **Learner checklists** to use as self-assessment of current skills
  - **Mapping** (of LLN, Key Skills and course requirements where applicable)
  - **Glossary** of technical terms for learners
  - **Links** to national awards
- 
- **Learner pages** to provide the focus for teaching and practice of literacy, language and numeracy skills
  - **Authentic source materials** to support skills' development
  - **Comprehensive teaching notes** designed for use by vocational as well as LLN teachers



# Introduction to *First Aid*

The purpose of these materials is to develop specific literacy, language and numeracy skills that will benefit learners undertaking basic courses in First Aid at work.

These courses are normally time limited courses, assessed by practical demonstration. Most courses use a set training manual or course book.

There is a variety of such First Aid at work courses on offer in the current market; broad content coverage typically includes areas such as managing an incident, care of an unconscious casualty, causes of unconsciousness, cardio-pulmonary resuscitation, dealing with bleeding and shock, burns and scalds, record keeping and accident reporting, communication and delegation in an emergency, personal protection and dealing with shock. Training organisations and awarding bodies include The Red Cross and St John Ambulance.

Learners attending these courses need specific literacy, language and numeracy skills in order to take full benefit from the course and to achieve the end qualification. Good literacy, language and numeracy skills are also required for learners to feel confident to use and apply their new skills in emergency situations.

The learning materials in this pack use authentic content from current First Aid short courses to develop these underpinning skills. It should be noted that the materials do not provide full coverage of the content of a typical First Aid course, nor will learners be able to gain a First Aid qualification through their use. The materials prioritise the literacy, language and numeracy skills that would most benefit learners undertaking a short course. This is reflected in the organisation of the pack into specific modules.

The following is an overview of and rationale for the literacy, language and numeracy skills covered in each module. (For details of specific pages please refer to the pack contents on page iii.)

## Module 1 Getting the most out of your course

First Aid courses can be very intensive and the ability to listen carefully to a trainer is an

essential skill when taking any course. Many learners will not be used to sustained listening. Acquiring techniques of active listening, together with suitable interruption techniques, will help learners with their course. The skills will also help them communicate more effectively in general day-to-day situations as well as in an emergency situation.

On most short courses learners will need to follow and contribute to a discussion. Often such discussions may appear informal but learners need to be able to respond appropriately in order to demonstrate their knowledge and understanding. Respecting the turn-taking rights of others in discussion and the ability to interrupt appropriately are all important skills that need to be acquired.

There is likely to be a lot of information to take in and remember on any short course. Many learners will be concerned about recalling facts in order to become a proficient first aider. Learning memory strategies and acquiring skills in note-taking will help learners to take full benefit from their course.

Literacy and language skills covered in this module include:

- listening for and identifying key words
- using appropriate phrases for interruption in order to confirm understanding
- explaining and giving answers clearly and in a logical sequence
- following and contributing to a group discussion
- practising note-taking strategies while listening to information.

## Module 2 Using the course book

The ability to navigate and use the course book or training manual effectively will help learners to complete their course with increased confidence. Skills in this area include use of scanning skills for use of the contents and index pages, use of layout and textual features to locate key information, the ability to skim read for gist and a range of detailed reading strategies.

Literacy, language and numeracy skills covered in this module include:

- reading skills of scanning, skimming and reading in detail
- using layout and format to locate key information
- reading and understanding written information.

### Module 3 Doing the course

First Aid courses aim to use as simple language as possible. The aim is to encourage as many people as possible to take up First Aid training so course materials are designed to be user friendly.

However, many learners may not have been in a learning environment for some time and so the ability to use a glossary and to be aware of strategies for working out the meaning of any unfamiliar or technical words will give learners increased confidence on their course.

Many learners will be concerned about carrying out First Aid procedures correctly. Practice in following written instructions, and reading and understanding diagrams and flow charts will all be useful to increase learners' confidence.

Literacy, language and numeracy skills covered in this module include:

- using a glossary
- using strategies to find out the meaning of unfamiliar words.
- following written instructions and procedures
- understanding diagrams and flow charts.

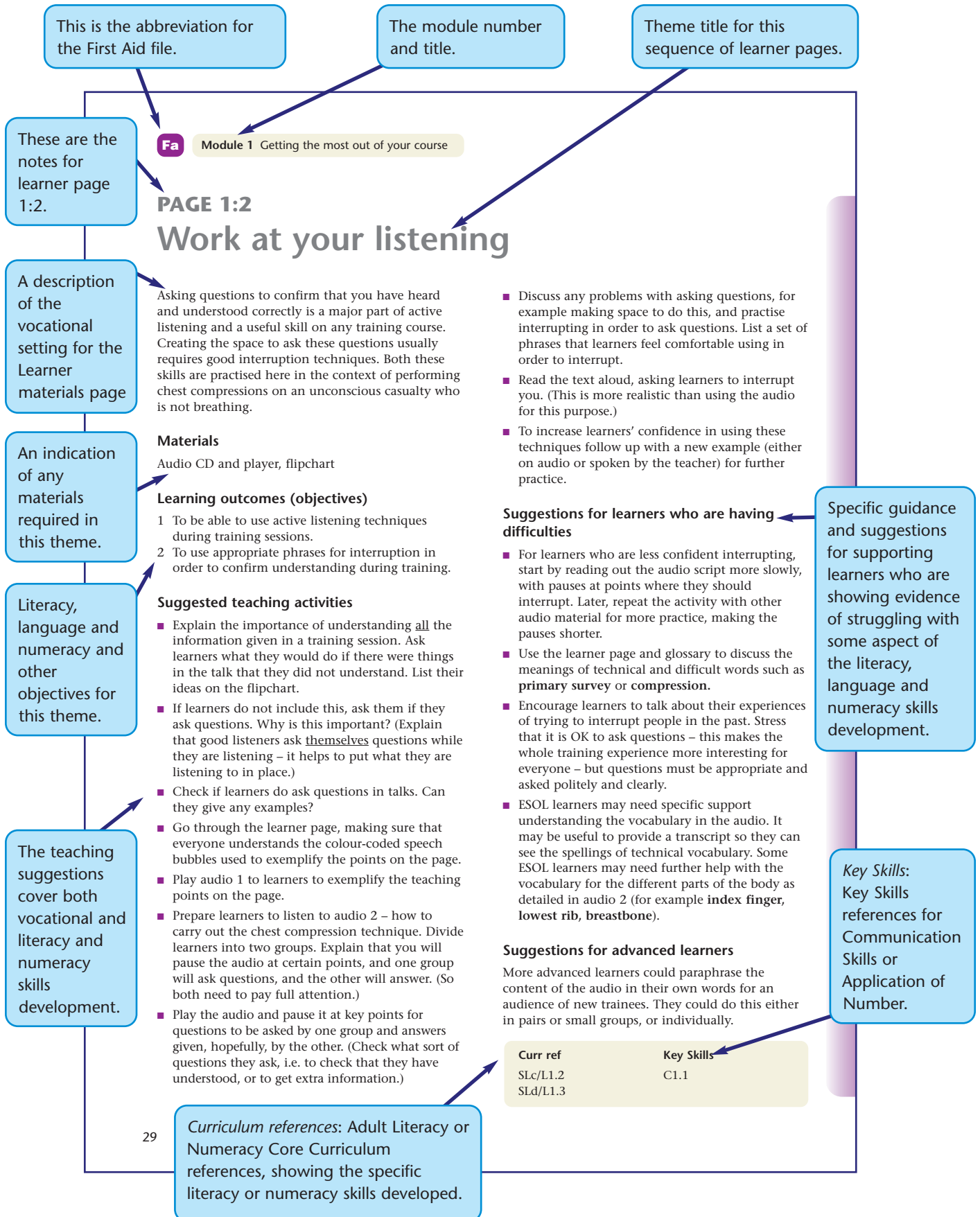
### Module 4 After the course

After completing the course learners may need to apply their skills to actual workplace or other emergency situations. They need to be prepared to assess and deal with emergencies efficiently and calmly without putting themselves and others at risk. The ability to give clear and calm oral explanations will be of enormous benefit. If the learner becomes an Appointed Person in their workplace they may also need to order First Aid supplies and be able to update their First Aid knowledge.

Literacy, language and numeracy skills covered in this module include:

- passing on information clearly, precisely and confidently
- recording information on accident report forms briefly and accurately
- identifying the difference between fact and opinion
- reading and understanding the layout of order forms.

# Guide to Teacher notes layout



# Guide to Learner materials layout

This is the First Aid file.

There are four modules in this file.

This is the module title.

This is the module number and page number within the module.

Fa Module 1 Getting the most out of your course Fa 1:2


## Work at your listening

The title indicates the main content for the theme.

There are strategies you can learn to help you become a better listener. **Active listening** helps you get the right message and avoid misunderstandings.

Let the speaker know you are listening by:

- giving them your **full attention**
- using **positive signals** such as eye contact.



ABC checks? I remember her mentioning ABC checks and A stood for airways but I don't remember what B or C stands for!

I'm sorry to interrupt, but could you possibly remind us what the B and C stand for in ABC checks?

If you don't understand something, don't be afraid to ask the speaker. Don't interrupt the trainer in mid-sentence. Wait until there is a convenient pause or break.

Excuse me. The information about how to get the casualty's blood to circulate seems very important. Could you possibly repeat what it is we need to do?


If there is a lot of information or the trainer is speaking too quickly, you should ask them to repeat what they said.

Right, so today we're going to look at dealing with an unconscious casualty who's not breathing and has no circulation.

You've established this through your primary survey, that's your ABC checks.

Whatever you do, don't give up! You can still supply that vital oxygen to the brain and heart even though the heart's not beating!

What you have to do is make the casualty's blood circulate enough by compressing the chest. First you have to know where to put your hands, and how to apply pressure ...

 Listen to the next part of this training session. Listen carefully for key words.

- What is the next part of the talk about?

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

30

All the pages in the file are numbered consecutively to enable accurate replacement.

# 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

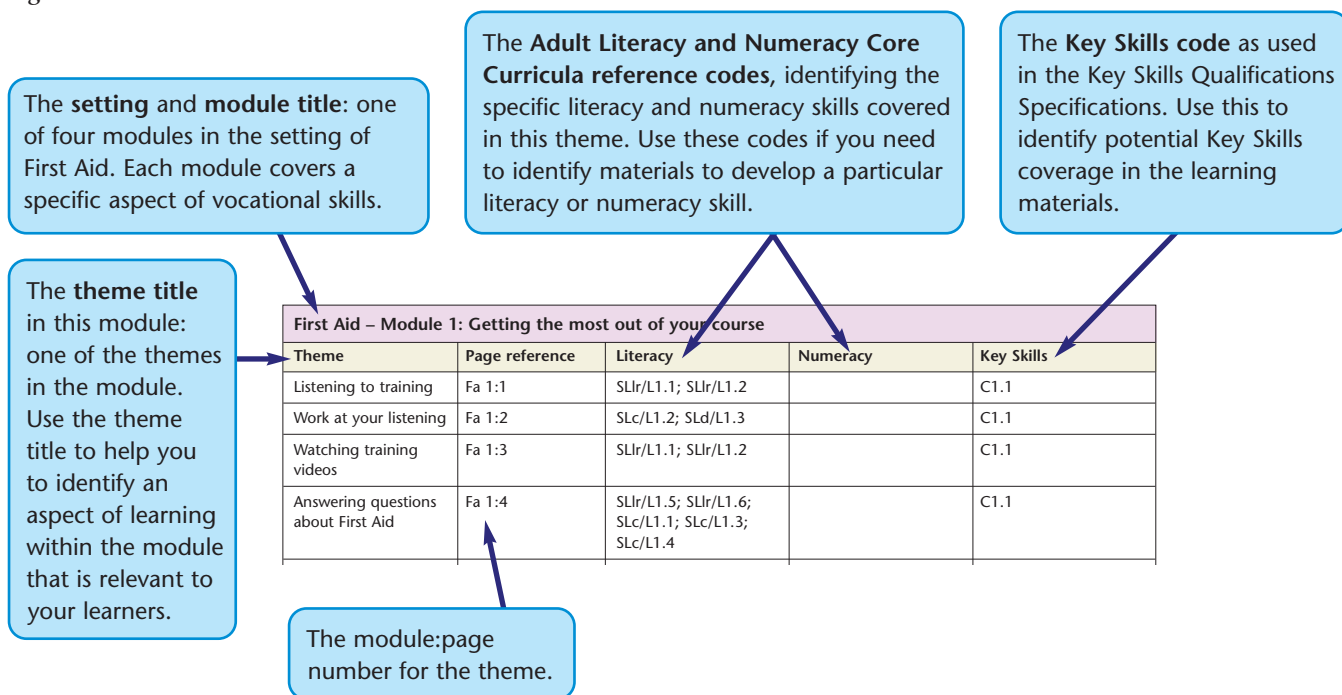


Figure 2 offers a brief explanation of what the curriculum references mean.

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](http://www.dfes.gov.uk/readwriteplus)

## Curriculum coverage grids

First Aid – Module 1: Getting the most out of your course				
Theme	Page reference	Literacy	Numeracy	Key Skills
Listening to training	Fa 1:1	SLlr/L1.1; SLlr/L1.2		C1.1
Work at your listening	Fa 1:2	SLc/L1.2; SLd/L1.3		C1.1
Watching training videos	Fa 1:3	SLlr/L1.1; SLlr/L1.2		C1.1
Answering questions about First Aid	Fa 1:4	SLlr/L1.5; SLlr/L1.6; SLc/L1.1; SLc/L1.3; SLc/L1.4		C1.1
Taking part in a discussion	Fa 1:5	SLd/L1.1; SLd/L1.2; SLd/L1.3		C1.1
Watching demonstrations (the recovery position)	Fa 1:6	SLlr/L1.1; SLlr/L1.2		C1.1
Work at your memory	Fa 1:7	SLlr/L1.1; SLlr/L1.2		C1.1
Take note of First Aid	Fa 1:8	Wt/L1.2; Wt/L1.5; Wt/L2.2; Wt/L2.5; SLlr/L2.1		C1.3

First Aid – Module 2: Using the course book				
Theme	Page reference	Literacy	Numeracy	Key Skills
Using the contents and index	Fa 2:1	Rw/E3.4; Rt/L1.4; Rt/L1.5; Rt/E3.7		
Using the layout	Fa 2:2	Rt/L1.4	n/a	
First Aid at work – what's it all about?	Fa 2:3	Rt/L2.7	C2.2	
Reading the detail	Fa 2:4	Rt/L1.5; Rw/L1.1	C1.2	

First Aid – Module 3: Doing the course				
Theme	Page reference	Literacy	Numeracy	Key Skills
Following procedures (the primary survey)	Fa 3:1	Rt/L1.2; Rs/L1.2		C1.2
Using abbreviations	Fa 3:2	Rw/L1.2		C1.2
Using a dictionary or glossary	Fa 3:3	Rw/L1.1		C1.2
Working out the meaning of words	Fa 3:4	Rw/L2.1		n/a
Using diagrams (chest compressions)	Fa 3:5	Rt/L1.3; Rw/L1.2		C1.2
Understanding flow charts	Fa 3:6	Rt/L1.4; Rt/L1.5	HD1/L1.1	C1.2
Writing short answers	Fa 3:7	Wt/L1.2; Wt/L1.5		C2.3

First Aid – Module 4: After the course				
Theme	Page reference	Literacy	Numeracy	Key Skills
Dealing with the situation	Fa 4:1	Rt/L1.3; SLc/L1.3; SLlr/L1.3; SLc/L2.1; SLd/L2.5		C1.3
Communicating with a casualty	Fa 4:2	SLlr/L1.1; SLlr/L1.3; SLc/L2.1; SLd/L2.5		C1.1
Reporting accidents (giving a spoken description)	Fa 4:3	SLlr/L1.5; SLc/L1.3; SLc/L1.4		C1.1
Filling in accident report forms	Fa 4:4	Rt/L1.4; Wt/L1.1; Wt/L1.2; Wt/L1.4		C1.3
Ordering First Aid supplies	Fa 4:5	Rt/L1.5; Rt/L1.4; Wt/L1.5	HD1/L1.2	n/a
Finding information on the Internet	Fa 4:6	Rt/L2.6; Rt/L2.7		C2.2

# Vocational qualifications in First Aid

A wide variety of Awarding Bodies offer qualifications in First Aid, utilising a variety of forms of assessment. These include St John Ambulance (First Aid at Work) and the Red Cross (Standard Certificate First Aid Course). 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](http://www.openquals.org.uk)

Qualification	Level	Awarding body
ASET Level 2 Certificate in Emergency First Aid in the Workplace	2	ASET
FAQ Level 2 Certificate in Basic First Aid	2	FAQ