

Skills for Life

The national strategy for improving adult literacy and numeracy skills

Materials for
Embedded Learning

Transport

- 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



Information sources for the Materials for Embedded Learning project

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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. The four key objectives are:

- **Learner and employer engagement**
To engage and increase participation of young people and adults from priority groups in *Skills for Life* learning, through targeted activities within and across Government and its agencies, the work place and the community.
- **Ensuring capacity**
To improve the planning and funding of *Skills for Life* provision so that literacy, language and numeracy provision is effective and well co-ordinated.
- **Improving quality**
To improve standards and quality in teaching and learning in literacy, language and numeracy, to remodel and professionalise the *Skills for Life* workforce.
- **Improving achievement and progression**
To improve outcomes in literacy, language and numeracy provision and progression onto further learning and assess impact on social inclusion and economic outcomes.

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. We 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*.

We 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.

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 xxvi.)

<i>Title</i>	<i>Order code</i>
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	embedded/HA
Transport	embedded/TA
Early years (Birth to 7)	embedded/EY
ESOL support pack for Catering	embedded/CA/ESOL
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	embedded/GC
Family life: focus on parenting	embedded/FP
Get on in the Community	embedded/GO
Titles 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

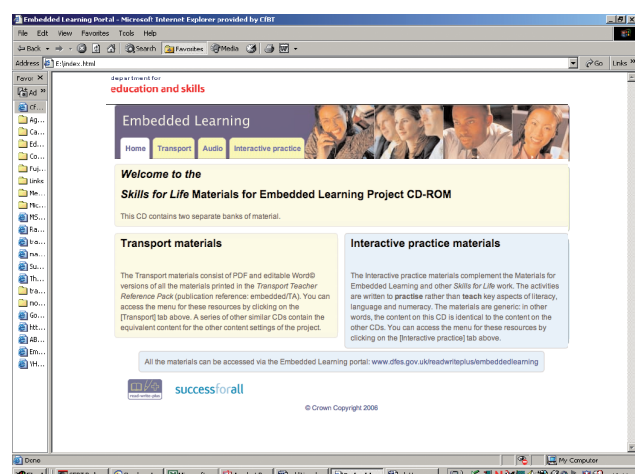
The resources in this file are intended for use by teachers – coming both from vocational and literacy, language and numeracy backgrounds. The file contains extensive Teacher notes linked to Learner materials. The Learner materials are presented in colour in the main teacher reference section of the 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 both audio CD and CD-ROM (MP3) formats, on the inside front cover of this file). Their role is to help to bring real-life situations into the learning environment. In an audio CD player, the tracks on the 'Audio clips' CD will play in the normal way. In a computer, with a sound card and speakers, MP3 files can be accessed from the launch menu of the CD-ROM.

Access to the paper-based resources from CD

Also on the CD are 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:



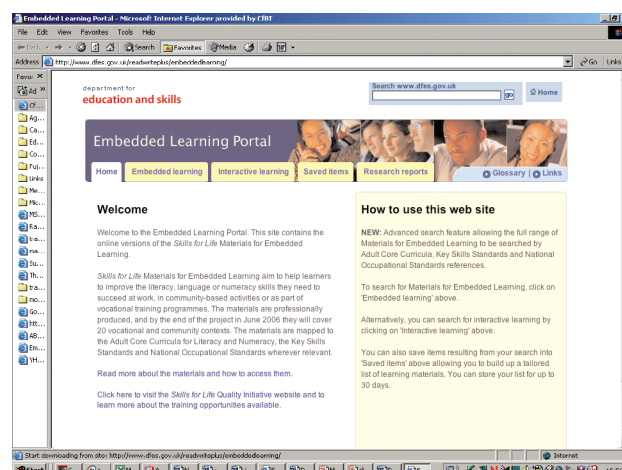
These resources form just one part of the resources which can be downloaded via the Internet, as explained below.

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

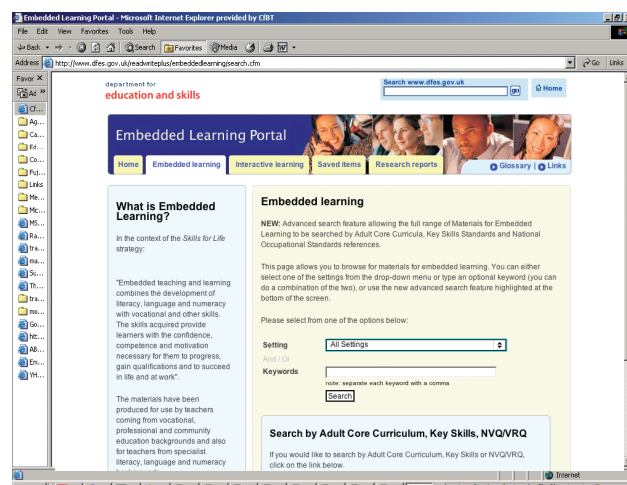
The screen-based materials are available both via the CDs contained in this pack, and via a powerful Internet site that gives access to all the resources. The site can be found at this web address:

www.dfes.gov.uk/readwriteplus/embeddedlearning

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

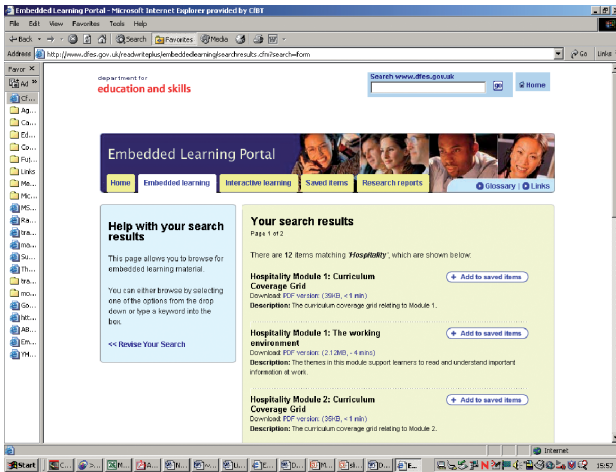


Clicking on the 'Embedded learning' tab brings up this screen:



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:

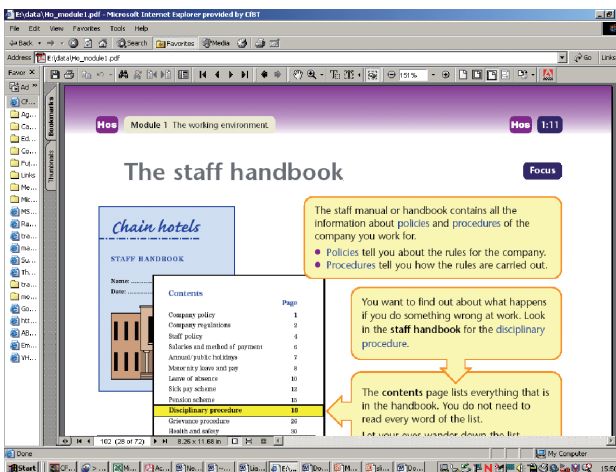


Clicking on one or more of the items in this list will give you access to the resources, which you can save to your computer. All the key files are available in both PDF and Word® format, as explained in the next section.

An 'advanced search' facility is also available, accessed from a panel at the bottom of the screen. Using this, you can enter Curriculum/Key Skills codes, or NVQ objectives, and find matching content.

Word® and PDF formats

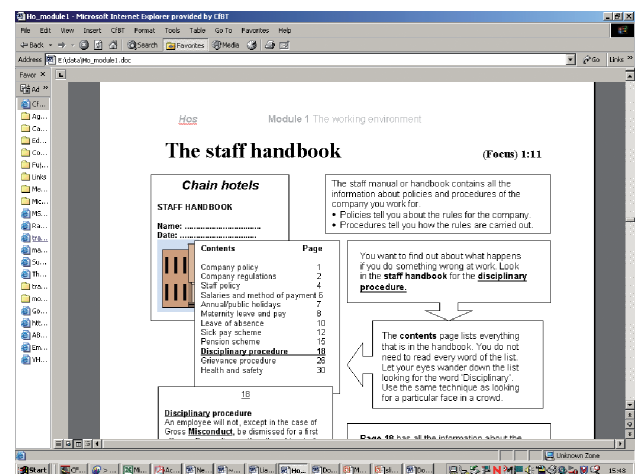
All the resources are available in Word® and PDF formats. Clicking on the PDF choice will bring up a sequence of Teacher notes and Learner material pages, which will look like this:



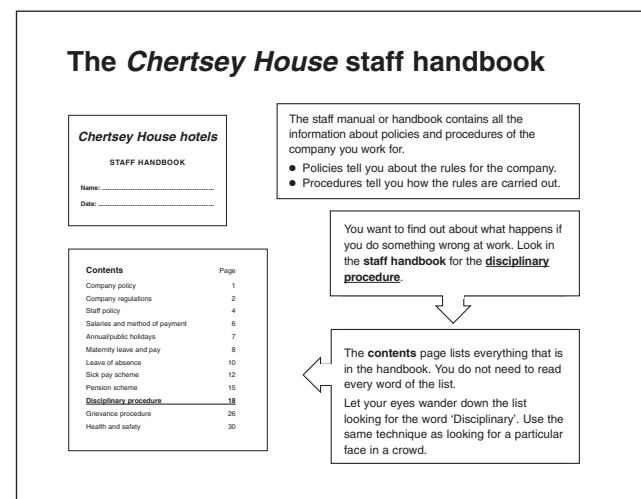
These files present the pages in colour, in exactly the same way as they are presented in this file. Using this facility, the pages can be projected

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:



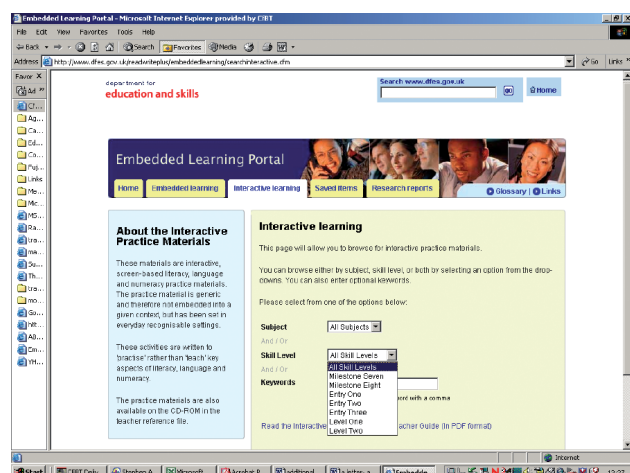
All the text in these boxes can be altered to suit your circumstances. The extent to which you can alter the pages effectively will alter with the software you have, and your familiarity with it. But one simple example of adaptation of the resource would be to 'copy and drop' one aspect of a page in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



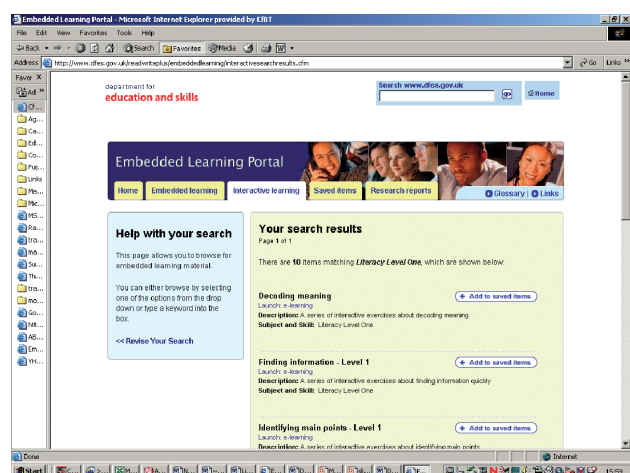
Web-based generic interactive practice resources

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.

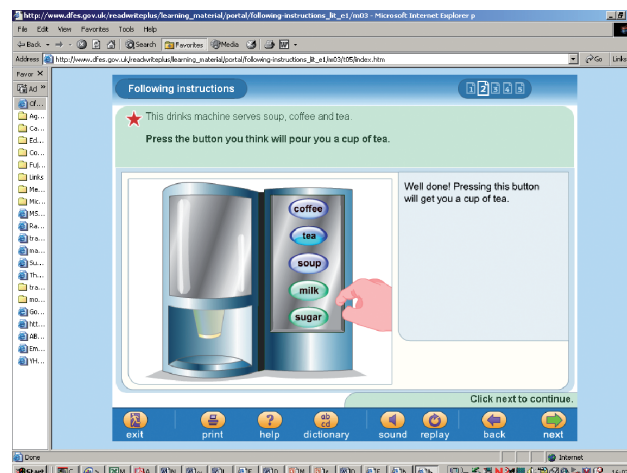
Clicking on the 'Interactive learning' tab brings up a screen like this one:



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. 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 Transport and curriculum coverage) contains a specific introduction to Transport. 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:

- **Integrated assignments** offer a way for the teacher to give learners the opportunity to 'show off' the skills they have acquired whilst undertaking study within the content areas covered by the file. (pages 18–40)

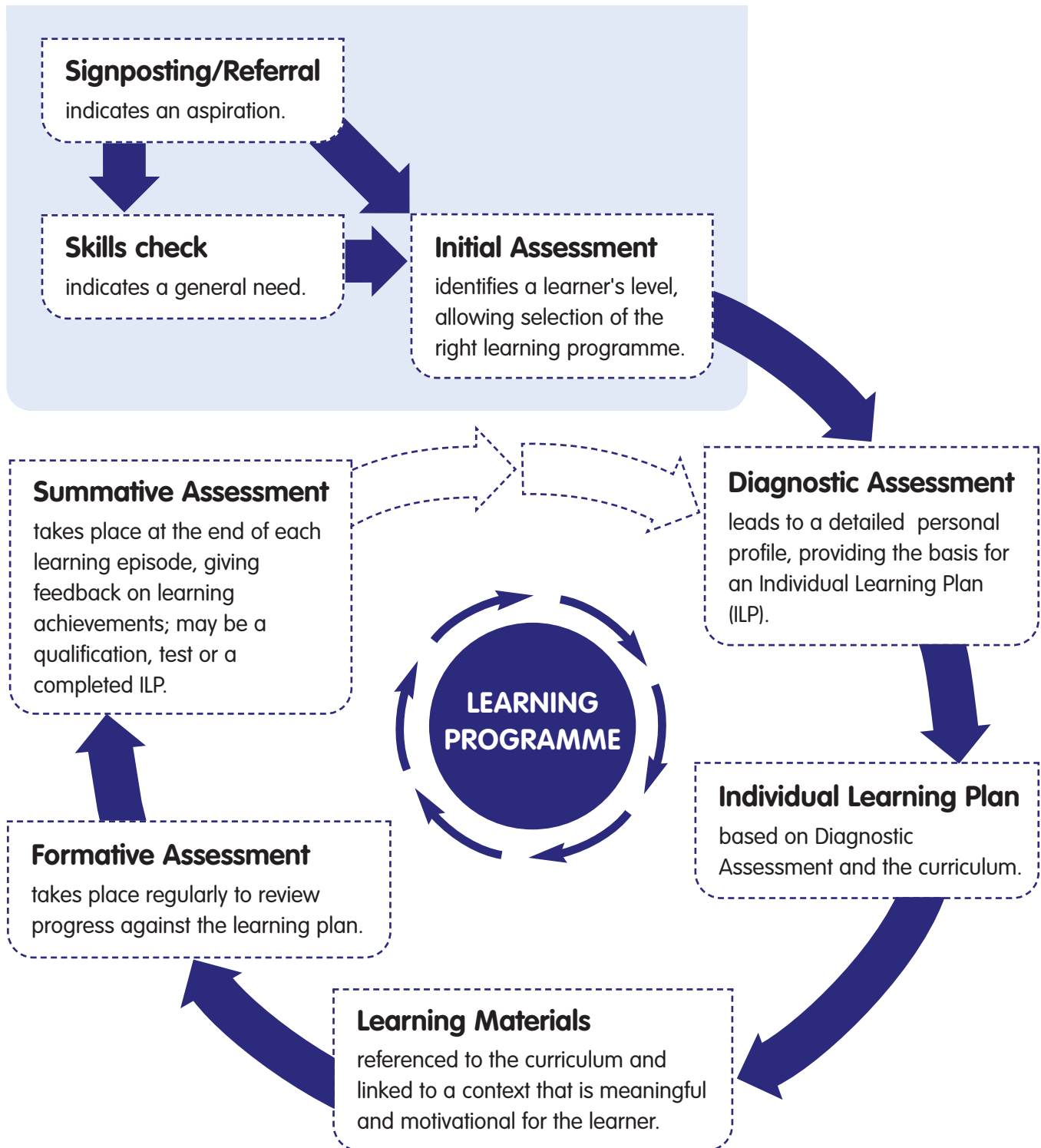
- **Source material** is a 'real-life' collection of documents: forms to fill in, notices to read and so on. It offers authentic work-based resources that are used as a point of reference and as a focus for skills development. They can readily be adapted or enhanced to reflect the needs of learners and the specific vocational setting. (pages 41–106)
- **Glossary** The third element is a glossary for learners, containing relevant vocational and literacy/numeracy terms used in the file. (pages 107–111)

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 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.

Skills check

A skills check is a screening process that is used to check the literacy, language or numeracy skills of an individual. It is used to identify learners who might benefit from more in-depth assessment of their skills. The process usually takes about 10 minutes.

Only a practitioner trained in the use of a skills check or screening tool may administer them. The Level 2 Adult Learner Support Qualification provides practitioners 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 Skills Check and Initial Assessment tools.

A **Skills Check** is a screening process used to check the literacy, language or numeracy skills of an individual. It can help to identify learners who might benefit from more in-depth assessment of their skills. The process usually takes about 10 minutes.

Initial Assessment (IA) tools provide the learner and teacher with reliable 'working at this Level' outcomes. They are presented in 'generic' and 'workplace' presentation formats. On computer the tools take between 30 and 40 minutes to complete; on paper 40 to 50 minutes is more normal.

The 'generic' tools can be used in community settings such as family learning, or with young people. They contain questions on the home, leisure activities and work.

The 'workplace' tools have been designed for learners already in work or training or who may be looking for work. The settings used are associated with the workplace and/or employment, but are not tied to any particular sector.

Initial Assessment tools for Literacy and Numeracy

Initial Assessment tools for both Literacy and Numeracy are available. Both are available in paper-based and on-screen formats.

Initial Assessment tools for ESOL

Initial Assessment tools for ESOL in a workplace setting are available in paper-based and on-screen formats for:

- Speaking and Listening
- Reading and Writing.

'Generic' Speaking and Listening is also available in on-screen format only.

Sector-Specific Skills Check and Initial Assessment tools

Sector-specific tools have been generated for a range of vocational areas:

- Passenger Transport
- Facilities Management
- Retail
- Health and Social Care.

For each sector, paper-based and on-screen versions of the following are available:

- Skills Check tool
- IA tools for Literacy, Numeracy and ESOL.

Smart Move Skills Check

Smart Move Skills Check is designed to be a short, first-step check of a learner's skills. The tool takes a positive view of the skills already acquired by the learner and the tool takes less than 10 minutes to complete. The results provide the teacher with a starting point for discussing next steps, as they provide an indication of the level at which the learner might already be working. The following tools are available in paper-based and on-screen formats:

- Smart Move (Generic)
- Smart Move for the workplace.

A guide to using the *Skills for Life* Smart Move Skills Check tools is also available.

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

www.dfes.gov.uk/readwriteplus

The *Success for All* strategy

Success for All was the change programme set up by the Standards Unit to transform quality and responsiveness across the learning and skills sector. The Government announced in its White Paper, *Further Education: Raising Skills, Improving Life Chances*¹ that from June 2006 *Success for All* would be subsumed within the new national quality improvement strategy being developed by the new national Quality Improvement Agency (QIA) and its partners.

¹ *Further Education: Raising Skills, Improving Life Chances*, Cm 6768, The Stationery Office, March 2006.

One priority for the *Success for All* strategy was to identify and disseminate good practice and innovative teaching and learning approaches. Teaching and learning resources and associated support have been developed and distributed to the sector for eight curriculum areas, with a further three in development:

- Phase 1: construction, business, Entry to Employment (E2E), and science (Autumn 2004)
- Phase 2: health and social care, ICT, land-based studies and mathematics (Autumn 2005)
- Phase 3: adult and community learning, engineering, and modern foreign languages (Autumn 2006).

This work has now been taken over by the QIA.

The Quality Improvement Agency (QIA)

The QIA, which was launched in April 2006, was formed from the restructuring of the Learning and Skills Development Agency and part of the Standards Unit in the Department for Education and Skills. The QIA is responsible for leading the development of a single, integrated quality improvement strategy for the sector, which will build on *Success for All*. The outline of the strategy is expected to be published in June 2006, with the full strategy following in the autumn. The strategy will:

- articulate a vision of excellence in the learning and skills system
- indicate the priorities for improvement and strategic change that need to be addressed to achieve that vision
- set out how the national agencies will work together with colleges, education and training organisations to deliver these priorities.

The two key aims of the QIA are to:

- assist providers to be fully responsive to the needs of learners and employers and commit to, and achieve, continuous improvement and excellence
- ensure that the national agencies involved in quality improvement establish a coherent operational framework that will more effectively support the sector's own self-improvement by aligning their activities, sharing information and reducing duplicated contact with providers.

The role of the QIA is expanding rapidly. Keep up to date via www.qia.org.uk

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 5.) *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.

The *Learning for Living* Pathfinder Project

The *Learning for Living* suite of guidance documents is aimed at anyone who is working with people with learning difficulties or disabilities in the areas of communication, literacy, language (ESOL) and numeracy, and also in the area of the wider Key Skills of Working With Others, Improving Own Learning and Performance and Problem Solving. Practitioners and managers may be working in any context, including education, work-based learning, prisons or the probation service, social services centres or residential homes and voluntary and community settings. The learners may be developing their literacy (including communication), language and numeracy skills, as they are required, for progression on vocational courses, to gain access to work or to become more independent.

Key outcomes of the project

The project has created a suite of guidance documents and associated DVD resources. Each document has a different emphasis:

- person-centred learning
- bilingual learners
- employment
- family learning
- continuing professional development.

Who are the learners?

The learners are 16+ years old, with no upper age limit. They are individuals who have experienced barriers to learning. They may include learners with:

- clearly identified learning difficulties
- physical and sensory impairments
- unseen disabilities such as long-term health conditions, mental health difficulties, autistic spectrum disorders and dyslexia
- disrupted learning experiences and difficulties with learning which have led them to work at a significantly lower level than the majority of their peers (for example, those in offender establishments).

They will be working at Pre-entry, Entry levels 1, 2 and 3 and Levels 1 and 2 of the Adult Literacy, Numeracy and ESOL Core Curricula.

More information about the guidance documents can be accessed via the Pathfinder website, hosted at the DfES:

www.dfes.gov.uk/readwriteplus/learningforliving/

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.

Supporting ESOL learners: the Support Pack for Catering

It is outside the scope of these learning materials to provide a full English language skills development programme. However as part of the final stages of the *Materials for Embedded Learning* project, work was done on the Catering file to explore ways in which the resources could be interpreted from an ESOL perspective. The consequent *ESOL Support Pack for Catering* (code embedded/CA/ESOL) contains a wide range of teaching strategies aimed particularly at non-specialist teachers. The strategies outlined apply to any teaching context. This book is available in the same way as all the other Embedded Learning resources: for more details see page xi.

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 'em*er*gency'. 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, Passenger Transport). 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 Sector Skills Council for Passenger Transport (*GoSkills*) For example:

- *GoSkills* has National Occupational Standards that cover a range of 9 Passenger Transport occupations, including Bus, Rail and Aviation.
- These are at 4 levels, from Level 1 to Level 4.
- There are 28 units in the Level 2 standards for Road Passenger Transport.

These National Occupational Standards are then used to define National Vocational Qualifications and other qualifications (such as Certificates of Competence) by a process of specifying mandatory and optional units from the NOS. A vocational 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. Rail Passenger Services). For example:

- The National Occupational Standards for Rail Operations has 36 units, held by *GoSkills*. NVQs for a range of different job roles will be derived from these units: Drivers, Shunters, Signal operators, Control Room staff and Passenger Services staff.
- The NVQ Level 2 in Rail Operations (Passenger Services) requires 4 mandatory units, plus 4 other units chosen from a range of job specific unit groups to reflect the learner's work situation.

Note that some occupational settings share standards, for example the same customer service standards occur in Leisure, Retail and Hospitality. Passenger Transport settings also use customer service standards for additional training.

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 (Annex G of the *Funding Guidance for Further Education in 2006/07*) outlines their guidance:

Funding the Embedded Delivery of Basic Skills Provision

Introduction

- 1 This annex explains how the embedded (or integrated) delivery of literacy, numeracy or ESOL provision with vocational or other skills is funded and how it should be recorded on the Individualised Learner Record (ILR).

Background

- 2 The LSC is aware that there has been some confusion in the sector about how to fund the delivery of embedded basic skills provision. For the purposes of this annex, '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.

- 3 Embedded basic skills combine the delivery of literacy, language (ESOL) or numeracy learning aims with other learning aims.
- 4 There is no single learning aim recognised as an embedded basic skills learning aim, and the LSC does not recognise this concept for funding purposes.
- 5 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

- 6 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 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 weighting for that subject.

- 7 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.
- 8 Where learners are following multi-learning aim programmes that include basic skills learning aims, they may be eligible for the basic skills disadvantage uplift. Annex F to this Guidance describes in detail how to determine when a basic skills learner is entitled to the disadvantage uplift.

Recording Embedded Basic Skills Provision

- 9 The teaching and learning of both the vocational and the basic skills learning aims should be recorded. The 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 Aims Database. The start and planned end dates (fields A27 and A28) plus the number of glh (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.
- 10 Register details will confirm that the teaching has been delivered for both (or all) learning aims involved in the programme.

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Introduction to *Transport*

The purpose of these learning materials is to develop the specific literacy, language and numeracy skills that underpin Passenger transport provision. There is much evidence to suggest that specific literacy, language and numeracy skills are required in order to achieve a vocational qualification in this area of work 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 2 qualifications in Passenger transport, 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.

The Transport sector is very diverse, and training within it takes place in a wide range of settings. This file of learning resources focuses on Passenger transport, and uses a wide variety of typical communication contexts to explore literacy, language and numeracy issues. It should be emphasised however that these resources do not constitute a 'course' in any way, and should not be used to replace your own documentation. Most transport organisations will use similar, though not identical, strategies and process documents and the Materials for Embedded Learning can be used to support work on these. You can use the learning activities presented in this file as a model to follow, and amend activities to reflect the actual documents or methods used in your organisation. In this way, the learning will be 'embedded' in your own organisation in a way that will maximise its impact. The resources will be of value to any learner wishing to enhance their skills, and particularly to recent recruits.

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 following National Occupational Standards:

- Customer Service (Levels 1 and 2)
- Providing Road Passenger Transport
- Passenger Carrying Vehicle Driving
- Rail Transport Operations
- Aviation Operations on the Ground

This shows broadly that the following levels of literacy, language and numeracy are required:

Literacy skills

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

Numeracy skills

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

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 deliverers of training, sector experts and employers.

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

Module 1: Customer service

Module 2: The working environment

Module 3: Bus services

Module 4: Rail operations

Module 5: Aviation – operations on the ground

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.

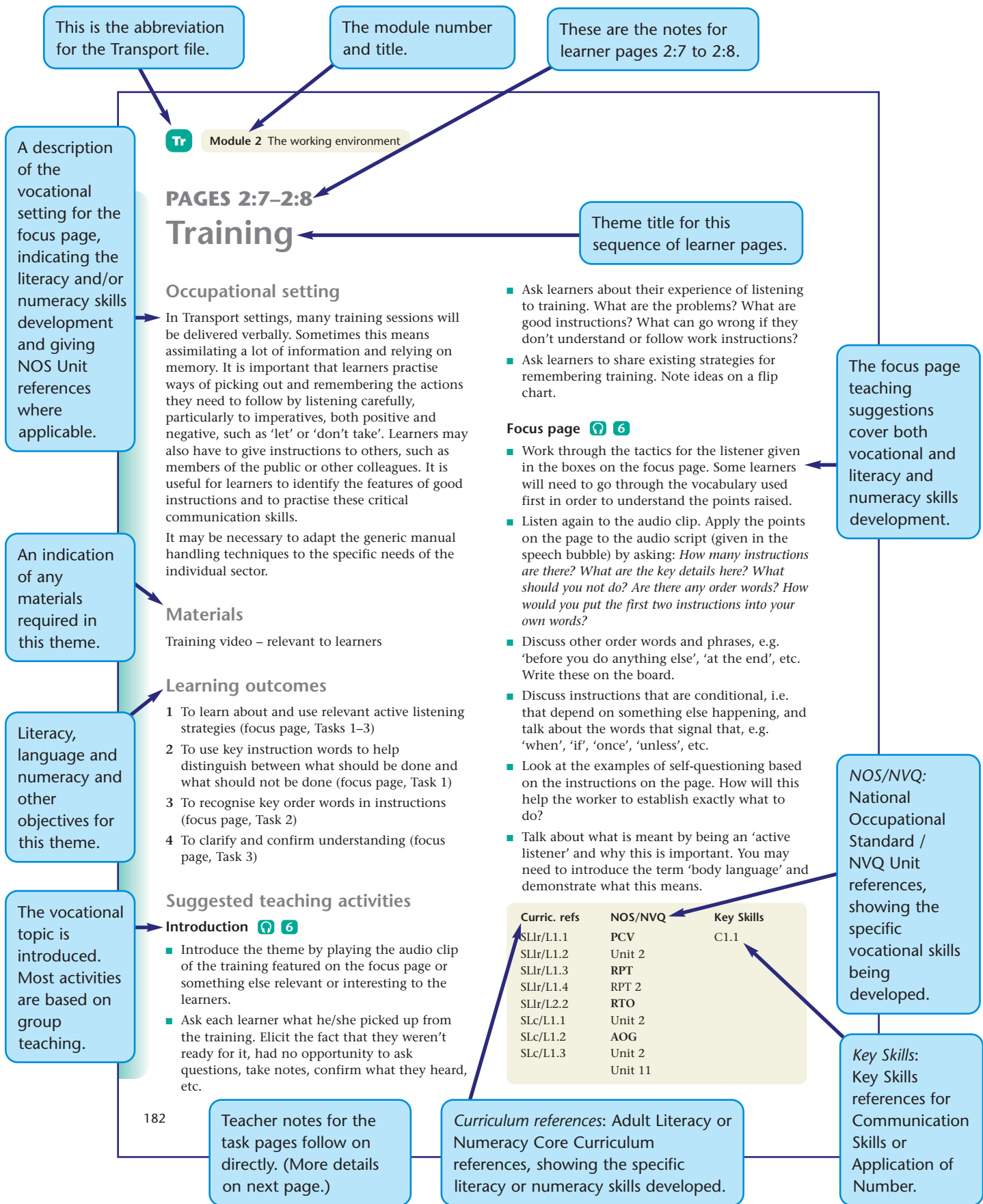
- **Focus pages** These pages have been written to provide a vocational teaching focus with embedded development of a particular literacy, language and numeracy skill or set of skills. It is intended that much of the teaching – both vocational and literacy, language and numeracy – is developed from the 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:

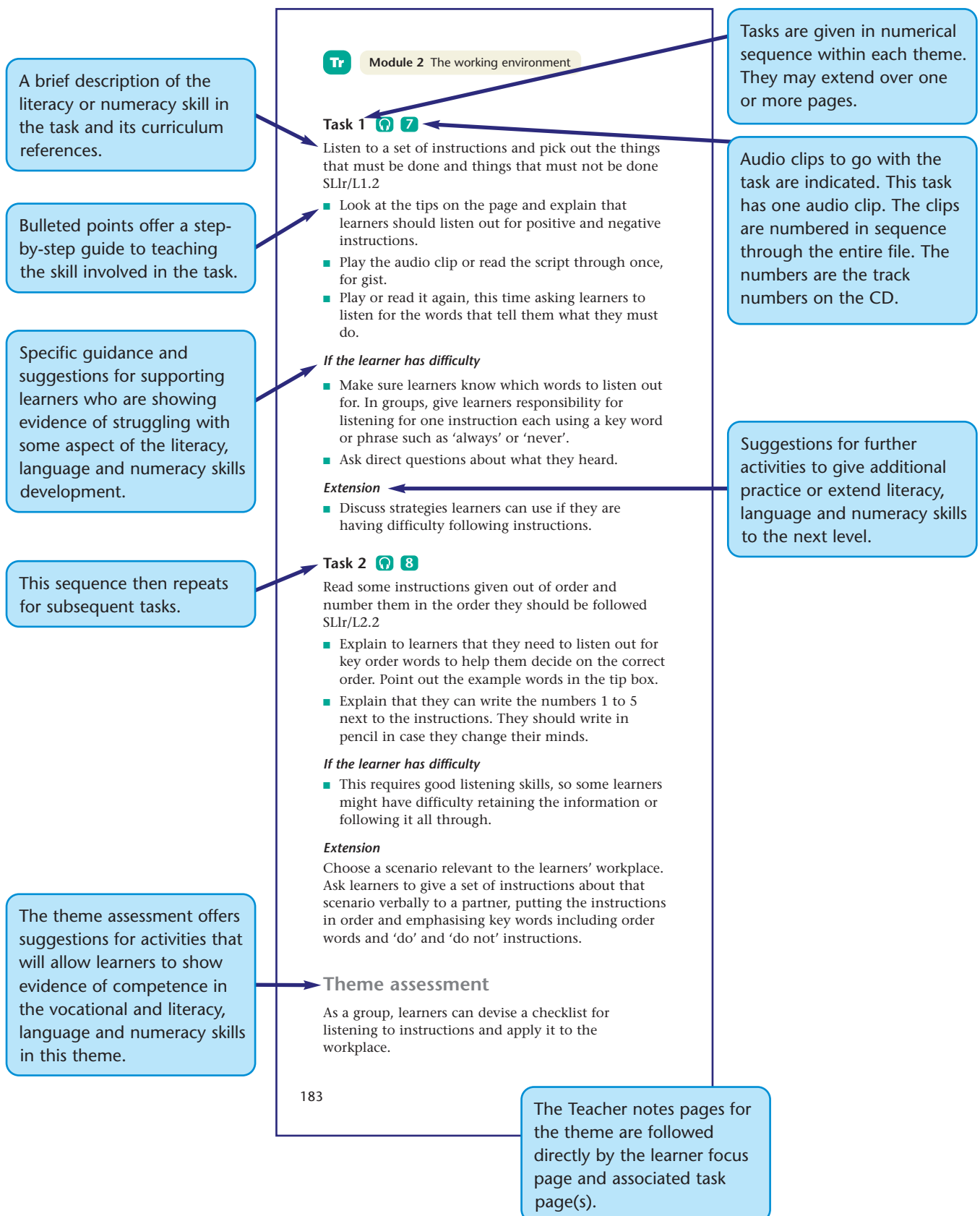
- **‘Check it’ skills tests, Audio scripts and Answers** are presented. The tests are modelled on the national literacy and numeracy tests. The Audio scripts present the audio clips in text form. Responses for all questions that have specific answers are collected together at the end.

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

This is the Transport file.

There are five modules in this file.

This is the module title.

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

Tr Module 2 The working environment

Tr 2:7

Focus

This indicates that this is a discussion-based focus page.

Training

Listening to training carefully helps you to follow instructions properly and do your job more effectively. Safety instructions are for your protection, so it is essential that you understand what to do.

The title indicates the main content for the theme.

Look at the speaker and concentrate on what he or she is saying.

Ask questions to help your understanding.
Can I just check that ...?
Can you tell me what you meant by ...?
Please could you repeat the part about ...?

Listen carefully for the key details.
 Listen for:

- key words about what to do and what **not** to do
- words that tell you about the **order** to do things in.

Keep a notepad to jot down what you have to do.

Keep a **mental count** of the number of things to do.

Repeat instructions in your own words to check understanding.

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

OK, are we all here? Good. There are some general points about lifting things that you should remember before you start. First of all, ask yourself if it is **absolutely necessary** to lift the load. If so, ask yourself **how heavy or bulky** the load is and whether it should be lifted by a **truck or a trolley**. Next, think about **where** the load is going to end up and **plan your route** to get there so that you are aware of any possible **hazards** in your way. Also, before you start, check that the load is **packed securely**. I've seen the bottom of a box give way more than once!

Is there any particular order to do things in?

What **questions** can I ask to make it clearer?

Is there anything I **must not** do?

What **must** I do?

Is there anything I **must do** if something else happens?

So I've got to look out for things I might **trip** over.

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

Guide to task page layout

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

The tasks are numbered consecutively within a theme.

These audio icons indicate that audio clips accompany these tasks. The numbers are the track numbers on the accompanying CD.

Tr Module 2 The working environment

Tr 2:8

Task

Training

Task 1
7 Listen to the first part of the training.
Put a cross (X) by the things you should not do.
Put a tick (✓) by the things you should do.

Check your route.	
Step over obstacles while carrying the load.	
Keep the body balanced.	
Bend straight over the load.	
Bend at the knees and hips.	
Use your leg muscles.	
Twist your body.	

Think before you lift!

Tip
X Listen out for words like 'never', 'don't' and 'mustn't' when listening for things you should not do.
✓ Listen out for words like 'always' 'make sure', 'must' and 'should' when listening for things you should do.

Task 2
8 Listen to the next part of the training.
Number the instructions in the order they have to be followed.

Spread your feet.	
Grasp the load firmly and close to your body.	
Stand close to the load.	
Bend your knees, keeping your back in a natural position.	
Lift the load slowly, raising your head.	

Get your body in the right position.

Tip
Listen out for the key order words or phrases like 'first' or 'next'.

Task 3
9 Listen to the last part of this training session.
Think of some questions you would like to ask the trainer.

Most pages contain boxes that feature explanations or tips.

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

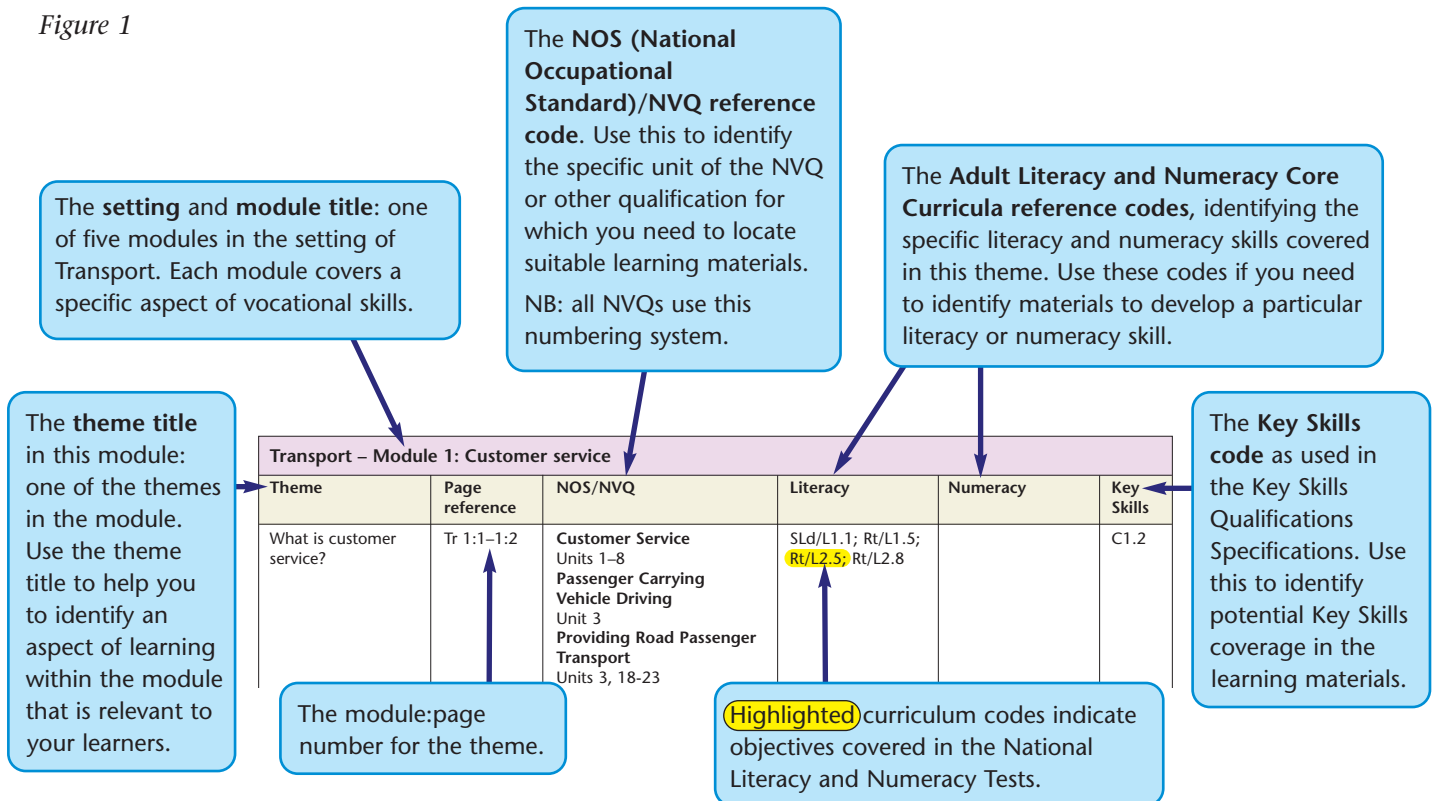


Figure 2 offers a brief explanation of what the curriculum references mean.

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 *Transport*

A wide variety of Awarding Bodies offer qualifications relevant to *Transport*. The following is a list of the qualifications currently accredited by QCA, 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
NVQ in Transporting Passengers by Road – Passenger Support Services	NVQ	2	AMD
NVQ in Transporting Passengers by Road – Short Itineraries	NVQ	2	AMD
Introduction to Transport	VRQ	2	CIT
NVQ in Rail Transport Operations (Passenger Services)	NVQ	2	City & Guilds
NVQ in Providing Airside Ramp Services	NVQ	2	EAL
NVQ in Providing Aviation Operations on the Ground	NVQ	2	EAL
BTEC Award in Transporting Passengers by Bus and Coach	BTEC	2	EDEXCEL
NVQ in Road Passenger Transport	NVQ	2	EDEXCEL
Certificate in Road Passenger Transport	VRQ	2	GOAL
Fares and Ticketing	VRQ	1	IATA
GCSE Rail Transport	GCSE	2	MEG
GCSE Transport (General)	GCSE	2	MEG
Certificate of Professional Competence in International Passenger Transport Operations	VRQ	2	OCR
Professional Competence in National Passenger Transport Certificate	VRQ	2	OCR

Curriculum coverage grids

Transport – Module 1: Customer service					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
What is customer service?	Tr 1:1–1:2	Customer Service Units 1–8 Passenger Carrying Vehicle Driving Unit 3 Providing Road Passenger Transport Units 3, 18–23 Rail Transport Operations Unit 24 Aviation Operations on the Ground Units 48, 49	SLd/L1.1; Rt/L1.5; Rt/L2.5; Rt/L2.8		C1.2
Speaking to customers (1)	Tr 1:3–1:4	Customer Service Unit 1 Passenger Carrying Vehicle Driving Unit 3 Providing Road Passenger Transport Units 3, 18 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLc/L1.1; SLc/L1.2; SLlr/L1.3; Rt/L1.1		C1.1
Speaking to customers (2)	Tr 1:5–1:6	Customer Service Unit 1 Passenger Carrying Vehicle Driving Unit 3 Providing Road Passenger Transport Units 3, 18 Rail Transport Operations Units 3, 24 Aviation Operations on the Ground Units 48, 49	SLc/L1.1; SLc/L1.2; SLc/L1.4; SLc/L2.3; SLlr/L1.3; SLlr/L1.4; SLlr/L1.6; Rt/L1.1		C1.1
Dealing with complaints	Tr 1:7–1:8	Customer Service Unit 4 Passenger Carrying Vehicle Driving Units 3, 7 Providing Road Passenger Transport Units 7, 22 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4; SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; SLlr/L1.6; SLlr/L2.1		C2.1a

Transport – Module 1: Customer service <i>cont</i>					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Customer comment forms	Tr 1:9–1:10	Customer Service Unit 4 Passenger Carrying Vehicle Driving Units 3, 7 Providing Road Passenger Transport Units 7, 22 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLc/L1.1; SLc/L1.2; SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLlr/L1.5; Rw/E2.1; Rw/E3.2; Wt/L1.5		C2.1a
Dealing with difficult situations	Tr 1:11–1:12	Customer Service Unit 4 Passenger Carrying Vehicle Driving Units 7, 10 Providing Road Passenger Transport Units 7, 16 Rail Transport Operations Units 33, 35, 36 Aviation Operations on the Ground Unit 2	SLc/L2.1; SLc/L2.3; SLd/L2.2; SLd/L2.5; SLlr/L2.4		
Disability awareness	Tr 1:13–1:14	Customer Service Units 1, 3 Passenger Carrying Vehicle Driving Unit 14 Providing Road Passenger Transport Unit 14 Rail Transport Operations Unit 24 Aviation Operations on the Ground Unit 48	SLd/L2.1; SLlr/L2.1; Rt/L2.1; Rt/L2.5; Rt/L2.6; Rt/L2.7; Rt/L2.8		C2.1a; C2.1b; C2.2; C2.3
Non-cash payments	Tr 1:15–1:16	Rail Transport Operations Units 28, 29	SLc/L1.2	HD1/L1.1	

Transport – Module 2: The working environment					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Fire	Tr 2:1–2:2	Passenger Carrying Vehicle Driving Unit 2 Providing Road Passenger Transport Unit 2 Rail Transport Operations Unit 2 Aviation Operations on the Ground Unit 2	Rt/E3.3; Rt/E3.9; Rt/L1.2; Rt/L1.3; Rt/L1.4; Rw/L1.2		C1.2
The company manual	Tr 2:3–2:4	Passenger Carrying Vehicle Driving Unit 2 Providing Road Passenger Transport Unit 2 Rail Transport Operations Unit 2 Aviation Operations on the Ground Unit 2	Rt/L1.4; Rt/L1.5; Rt/L2.7; Rt/L2.8; Rw/L1.1; Rw/L2.3		C1.2
Health and safety at work	Tr 2:5–2:6	Passenger Carrying Vehicle Driving Unit 2 Providing Road Passenger Transport Unit 2 Rail Transport Operations Unit 2 Aviation Operations on the Ground Unit 2	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.2
Training	Tr 2:7–2:8	Passenger Carrying Vehicle Driving Unit 2 Providing Road Passenger Transport Unit 2 Rail Transport Operations Unit 2 Aviation Operations on the Ground Units 2, 11	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLlr/L2.2		C1.1
Shifts and rosters	Tr 2:9–2:11	Passenger Carrying Vehicle Driving Units 4, 9 Providing Road Passenger Transport Units 6, 9, 10, 11 Rail Transport Operations Unit 1 Aviation Operations on the Ground Unit 11		MSS1/L1.2; HD1/L1.1	N1.1

Transport – Module 2: The working environment <i>cont</i>					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Speaking to people at work	Tr 2:12–2:15	Passenger Carrying Vehicle Driving Unit 1 Providing Road Passenger Transport Units 1, 28 Rail Transport Operations Unit 4 Aviation Operations on the Ground Units 11, 48	SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4; SLlr/E3.4		

Transport – Module 3: Bus services					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Roles and responsibilities	Tr 3:1–3:2	Passenger Carrying Vehicle Driving Unit 1 Providing Road Passenger Transport Units 1, 6, 28	Rt/L1.4; Rt/L1.5; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Schedules	Tr 3:3–3:5	Passenger Carrying Vehicle Driving Unit 9 Providing Road Passenger Transport Units 9, 10	Rt/E3.7	HD1/L1.1	N1.1
Running on time	Tr 3:6–3:7	Passenger Carrying Vehicle Driving Unit 9 Providing Road Passenger Transport Units 9, 10		MSS1/E3.3; MSS1/L1.2	
Learning the routes	Tr 3:8–3:9		SLc/L1.3; Rt/L1.1; Rt/L1.2; Rt/L1.3		C1.2
Vehicle checks	Tr 3:10–3:13	Passenger Carrying Vehicle Driving Unit 4 Providing Road Passenger Transport Unit 11	SLlr/L1.1; SLlr/L1.2; SLlr/L1.6; Rt/L1.1; Wt/L1.2; Wt/L1.5		C1.3
Tickets and travel passes	Tr 3:14–3:16	Passenger Carrying Vehicle Driving Units 9, 12 Providing Road Passenger Transport Units 9, 12, 15	Rw/E3.1; Rw/E3.2	MSS1/L1.2	
Handling cash	Tr 3:17–3:18	Passenger Carrying Vehicle Driving Units 9, 12, 13 Providing Road Passenger Transport Units 12, 15		MSS1/E3.1	

Transport – Module 3: Bus services <i>cont</i>					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Cashing up	Tr 3:19–3:20	Passenger Carrying Vehicle Driving Units 12, 13 Providing Road Passenger Transport Units 9–12, 15		MSS1/E3.1; N1/E3.5	
Reporting accidents and incidents	Tr 3:21–3:23	Passenger Carrying Vehicle Driving Units 2, 10 Providing Road Passenger Transport Units 2, 16	SLlr/L1.1; Rt/L1.1; Rt/L1.2; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		C1.3
Driver's reports	Tr 3:24–3:26	Passenger Carrying Vehicle Driving Units 2, 10 Providing Road Passenger Transport Units 2, 16	Wt/L1.5; Wt/L1.6; Wt/L2.1; Wt/L2.2; Wt/L2.3; Wt/L2.7; Ws/L1.2; Ws/L1.3; Ww/L1.1		C2.3

Transport – Module 4: Rail operations					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Roles and responsibilities	Tr 4:1–4:2	Rail Transport Operations Units 1, 4	Rt/L1.4; Rt/L1.5; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Company policy	Tr 4:3–4:4	Rail Transport Operations Unit 1	Rt/L2.1; Rt/L2.3; Rt/L2.5; Rt/L2.7; Rt/L2.8; Rw/L1.1; Rw/L1.2		C2.2
Timetables	Tr 4:5–4:9	Rail Transport Operations Units 1, 28	Rt/E3.9	HD1/L1.1	N1.1
Best-value fares	Tr 4:10–4:13	Rail Transport Operations Units 3, 28, 29	Rt/L1.4; Rt/L1.5; Rt/L2.8; Rw/E2.5; Rw/E3.4; Rw/L1.2; Rw/L2.2; Rw/L2.3	HD1/L1.1	C1.2
Communication	Tr 4:14–4:16	Rail Transport Operations Units 3, 34	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4		C1.1
Letters and numbers	Tr 4:17–4:18	Rail Transport Operations Units 3, 34	Rw/E2.5; SLc/L1.1; SLlr/L1.1		
Platform duties	Tr 4:19–4:20	Rail Transport Operations Units 3, 34	Rs/E3.2; Rs/L1.1; Rw/E3.5; Rw/L1.2; Ww/E3.1; Ww/L1.1		
Train dispatch	Tr 4:21–4:22	Rail Transport Operations Unit 3	Rt/L1.4; Rs/L1.2; Rw/L1.1; Rw/L1.2; Rw/L1.3		C1.2

Transport – Module 4: Rail operations <i>cont</i>					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Cashing up	Tr 4:23–4:24	Rail Transport Operations Units 28, 29	N2/E3.4; N2/L1.5	MSS1/E3.1	
Completing forms	Tr 4:25–4:26	Rail Transport Operations Unit 3	Rt/L2.8; Wt/L1.5; Wt/L2.2	MSS1/L1.2	C1.3; N1.3
Reporting accidents and incidents	Tr 4:27–4:29	Rail Transport Operations Units 2, 3, 33, 35, 36	SLlr/L1.1; Rt/L1.1; Rt/L1.2; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		C1.3
Announcements	Tr 4:30–4:32	Customer Service Unit 1 Rail Transport Operations Unit 3	SLc/L1.1; SLc/L1.3; SLc/L1.4		

Transport – Module 5: Aviation – operations on the ground					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Roles and responsibilities	Tr 5:1–5:2	Aviation Operations on the Ground Unit 11	Rt/L1.4; Rt/L1.5; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rs/L1.1; Rs/L1.2; Rw/L1.2		C1.2
Teamwork	Tr 5:3–5:5	Aviation Operations on the Ground Unit 11	SLd/L1.1; SLd/L1.2; SLd/L1.3; SLlr/L1.4; SLlr/L1.5		C1.3
Communication	Tr 5:6–5:8	Aviation Operations on the Ground Unit 12	SLc/L1.1; SLc/L1.2; SLc/L1.3; SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4		C1.1
Letters and numbers	Tr 5:9–5:10	Aviation Operations on the Ground Unit 12	Rw/E2.5; SLc/L1.1; SLlr/L1.1		
International time	Tr 5:11–5:13	Aviation Operations on the Ground Unit 12		MSS1/L1.2	N1.1
Finding information in manuals	Tr 5:14–5:17	Aviation Operations on the Ground Unit 23	Rt/L2.6; Rt/L1.5; Rt/L2.8; Rs/L1.2; Rs/L2.2; Rw/E3.4; Rw/E3.5		
Manual check-in procedure	Tr 5:18–5:20	Aviation Operations on the Ground Units 11, 23, 24, 48, 49	SLc/L1.2; SLc/L2.2; Rt/L2.3; Rt/L2.8; Rs/L1.2; Rw/L1.2; Rw/L2.2		C1.2
Weight	Tr 5:21–5:23	Aviation Operations on the Ground Unit 23	N2/E3.3	MSS1/E3.6	
Instructions (1)	Tr 5:24–5:25	Aviation Operations on the Ground Units 1, 2	SLc/L2.3; SLc/L2.4; Rt/L1.2; Rt/E3.9; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rt/L2.8		C1.2

Transport – Module 5: Aviation – operations on the ground <i>cont</i>					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Instructions (2)	Tr 5:26–5:27	Aviation Operations on the Ground Units 2, 11	SLc/L1.2; SLlr/L1.2; SLlr/L1.4; SLlr/L1.6; SLlr/L2.2		C1.1
Checking codes	Tr 5:28–5:30	Aviation Operations on the Ground Units 22, 23	Rw/L1.3	N1/L1.1; MSS1/E3.3	
Reporting accidents and incidents	Tr 5:31– 5:33	Aviation Operations on the Ground Units 2, 11	SLlr/L1.1; Rt/L1.1; Rt/L1.2; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Ww/L1.2		C1.3
Announcements	Tr 5:34–5:36	Customer Service Unit 1 Aviation Operations on the Ground Units 11, 12, 24, 48	SLc/L1.1; SLc/L1.3; SLc/L1.4		

Links to National Tests

The curriculum objectives highlighted in the chart on pages 9–15 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 Transport file			
Numeracy		Literacy	
Level 1	Level 2	Level 1	Level 2
	N1/L2.1		Rs/L2.1
	N1/L2.2		Rt/L2.2
N1/L1.3	N1/L2.3		Rt/L2.4
N1/L1.4	N1/L2.4		Rw/L2.1
N1/L1.5		Ws/L1.1	Ws/L2.1
N1/L1.6			Ws/L2.2
N1/L1.7			Ws/L2.3
N1/L1.8			Ws/L2.4
N1/L1.9			Wt/L2.4
N2/L1.1	N2/L2.1		Wt/L2.5
N2/L1.2	N2/L2.2		Ww/L2.1
N2/L1.3	N2/L2.3		
N2/L1.4	N2/L2.4		
	N2/L2.5		
N2/L1.6	N2/L2.6		
N2/L1.7	N2/L2.7		
N2/L1.8	N2/L2.8		
N2/L1.9	N2/L2.9		
N2/L1.10			
MSS1/L1.1	MSS1/L2.1		
	MSS1/L2.2		
MSS1/L1.3	MSS1/L2.3		
MSS1/L1.4	MSS1/L2.4		
MSS1/L1.5	MSS1/L2.5		
MSS1/L1.6	MSS1/L2.6		
MSS1/L1.7	MSS1/L2.7		
MSS1/L1.8	MSS1/L2.8		
MSS1/L1.9	MSS1/L2.9		
MSS1/L1.10	MSS1/L2.10		
MSS2/L1.2			
	HD1/L2.1		
HD1/L1.2	HD1/L2.2		
HD1/L1.3	HD1/L2.3		
HD1/L1.4	HD1/L2.4		
HD2/L1.1	HD2/L2.1		
HD2/L1.2			