



Supporting migrant workers in care roles

- a signposting tool for managers
in Health and Social Care

October 2012



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(You may find it useful to 'bookmark' this Contents page as you will then be able to return to it at any point in the resource. Just click on the icon in the toolbar above that shows 'Add a book mark to this page'.)

1 Introduction

Who is the signposting tool for?

This resource is designed for managers and other senior colleagues involved in the delivery of care and health services in Essex who are interested in offering support with ESOL (English for Speakers of Other Languages) to migrant workers. It is also likely to be of interest to teachers and trainers who are involved in the delivery of work-based ESOL programmes.

Purpose

It aims to review the range of materials used in AIMER-funded project activities in Essex and to summarise some key strategies that can be used to offer support with ESOL needs during recruitment, job interviews, induction programmes and on the job training. The materials highlighted are contextualised to reflect the demands of residential care settings in which several AIMER-funded projects took place. However, the support strategies they illustrate are transferable to other contexts in which migrant workers may be employed to deliver care and health services.

Authors

This resource was developed on behalf of Essex County Council. It was researched and written by Bob Read (Training and Development Adviser, [ACER](#)) with support from Wendy Wilkinson (Solutions for Learning Ltd) who were involved as consultants in the development and delivery of the AIMER-funded ESOL programmes.

Disclaimer

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Multimedia features

Active hyperlinks will take you to websites that offer useful information about ESOL-related topics as well as to downloadable teaching and learning materials. The resource also contains links to screencasts as well as audio files that offer an opportunity for you to hear interviews with a range of staff involved in the AIMER project including:

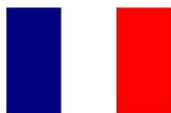
- care home managers
- workplace trainers and assessors
- ESOL specialists
- advice staff from agencies supporting migrant workers

A blog has also been set up for users of the signposting tool. The blog contains all the web links within this resource and these will be checked and updated on a monthly basis until December 2012. The blog provides an opportunity for you to:

- stay up to date with details of any new resources or funding opportunities during autumn 2012
- give us feedback on the topics explored in the signposting tool
- post comments on issues in ESOL support for migrant workers
- recommend resources or strategies you may have used yourselves in supporting migrant workers



To visit the blog, click on this [link](#)

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S.D.V - Non-profit organisation

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AIMER project activities in Essex

The AIMER project enabled Essex-based employers in the care sector to apply for two types of free courses -

ESOL support for care workers

These courses consisted of 10 x 2 hr sessions. The classes were offered once a week over ten weeks. The content of the courses was contextualised to reflect the workplace literacy and language needs of the staff. They aimed to develop the English skills care staff needed to:

- complete incident records
- take part in shift hand overs
- update care plans
- interact confidently with residents
- use the telephone
- greet visitors



Staff at the Queens Court Nursing home,
Buckhurst Hill

Skills for life awareness raising - for managers, senior care workers & NVQ trainers



Staff at the Brentwood Care Centre,
Brentwood

These courses consisted of 3 x 3 hr sessions. They explored the resources and strategies staff could use to:

- identify support needs in literacy, language and numeracy skills
- simplify training materials
- integrate support into workplace training

Feedback from employers on the ESOL courses funded by AIMER -

'Doing the course has helped staff to feel part of a team and I also know that helps us keep our staff as they are not keen to move employer.'

'We have definitely seen some improvement in our staff. (Staff are correcting me now!) They tend to open up more nowadays. Confidence as well. What I see staff normally doing is sitting and being quiet at staff meetings but now they get involved in discussions about the clients and that's a good thing. Speaking has definitely improved.'

'I haven't had any comments from residents or relatives of late about any difficulties understanding staff which is a real improvement for us. Prior to the course, at times people would find it difficult to understand some of the staff and complaints would be made about this.'

'Confidence is coming through as a result of the training. I have noticed that staff are a bit more outspoken as a result of their training. They are coming out of their shell as they feel more confident.'

'Communication has improved as well as written and verbal work, e.g. care plans are now more thorough. Previously there could have been two meanings to what was written but now we can pin point exactly what it means – they are now more specific with the items they are logging.'

'On the Dementia Unit I saw one of the girls much more confident when talking with a resident....I wouldn't have seen that confidence before the course. They now chat and talk - get closer to them. It has increased their confidence and improved communication with residents.'

'A couple of the learners are doing NVQ 2/3 at the moment and the assessor remarked that there has been a remarkable improvement in their work probably due to the English course.'



2 Migrant workers

- their place in the workforce

Number of migrant workers in the workforce

A report by Skills for Care in February 2011 estimated that across England about a fifth of (19%) of care staff are migrant workers ([Skills for Care Briefing Paper 14](#)). That figure varied from region to region eg 51% in London, 26% in South East, 9% in the North East.

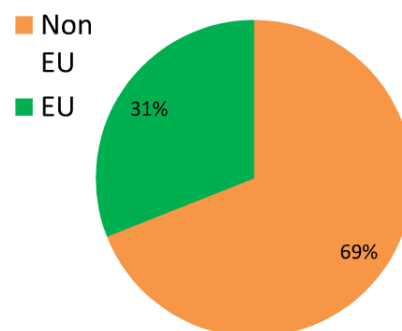
Of the national figure (19%) three quarters were from outside the European Union (non-EU) countries and one quarter were from the EU. These figures correspond roughly with Skills for Care data about migrant workers employed in the care sector in Essex. These figures indicate 69% were from non-EU countries and 31% were from EU countries. ([Skills for Care Essex July 2012](#))

The most common non-EU countries of origin were the Philippines and Nigeria. The most common EU countries were Poland and Romania.

Why do employers in the care sector recruit migrant workers?

A Skills for Care report in 2009 ([Migrant Workers in Adult Social Care](#)) confirmed that employers found it hard to recruit indigenous workers for jobs that were perceived in the local labour market as low skilled and low paid. It also indicated (p7) that employers had a positive view of migrant workers and reported that they found migrant workers to be:

- enthusiastic
- hard working
- better qualified
- less likely to have time off work



Migrant workers in Essex 2012

Managers who took part in the AIMER project had positive views about employing migrant workers -



The Mellows Care Home, Loughton

Bhavi Patel is the registered home manager at the Mellows, a care home in Loughton, Essex. She reported the benefits she has found in employing migrant workers - *'Overseas workers are here because they want to work..... they are loyal and very reliable. They tend to stay longer and that cuts down on recruitment costs.'*

Angie Silva, the home manager at Highfield Care Home in Saffron Walden, says that difficulties finding local staff with appropriate skills have prompted her to recruit staff from abroad -

'We will be recruiting again in Poland soon. We have difficulties finding staff from the local workforce. The requirements of looking after elderly, dying people are complex and competition for high calibre, suitably skilled staff has meant we employ staff from abroad.'



Highfield Care Home, Saffron Walden



Ashpark House, Colchester

Paul Hambridge, manager at Ashpark House, a residential home for adults with learning difficulties and challenging behaviour in Colchester recruited staff from Poland, the Philippines and Romania. He feels that migrant workers are more likely to be *'flexible and ready to learn'*. He commented - *'when they see something is working, they adopt it.'*

And finally, for a wider perspective click on the play button below to listen to Rachel Öner, a specialist ESOL tutor from Poultec Training who has worked nationally on migrant worker projects involving a range of employment sectors -



ESOL and Skills for Life - terminology

ESOL stands for English for Speakers of Other Languages. It is the term used by colleges and learning providers to describe the support offered to adults to improve their English to cope at work or in everyday life. Government funded ESOL provision in community-based provision can be free for adult learners depending on their circumstances.

Many colleges may also offer other types of English courses that are called EFL programmes (English as a Foreign Language). EFL courses are for adults who may only be living in the UK on a temporary basis, perhaps as students. Providers will charge a fee for EFL courses.

From 2001-10 the Labour government's national strategy to tackle adult literacy, language and numeracy (LLN) was called Skills for Life and this term was widely used to describe the range of free provision for young people and adults who wanted to brush up their English and maths skills. ESOL programmes were an integral part of the Skills for Life programmes and were offered using qualifications at five levels. The table below gives a rough indication of the similarity in levels between Skills for Life qualifications and other accreditation frameworks.

ESOL qualifications	Vocational qualifications	GCSE	Schools
Entry 1 Entry 2 Entry 3	Foundation Learning (Entry)	No equivalent	Key Stages 1 & 2 (5 -11 years)
Level 1	NVQ Level 1	GCSE D-G	
Level 2	NVQ Level 2	GCSE A-C	Key Stages 3 & 4 (11-14 years)

For more information about the difference between the qualification levels, click on this link [Supporting Your Employees with ESOL 1](#)

Increased demand for better communication skills at work

Confidence in using literacy, language and numeracy skills underpins competence in all areas of our everyday and working lives. However, in recent years there have been significant changes in the workplace and in the care sector especially that have resulted in an increased demand for better communications skills at work eg:

- requirements for staff to gain NVQ qualifications
- mandatory standards for induction programmes
- demands of CQC inspections and SOVA regulations
- need for more extensive record keeping e.g. care plans
- impact of digital technology
- greater emphasis on team working

These factors have made care work especially challenging for those migrant worker staff who do not have English as their first language. For example, Angie Silva, the manager at Highfield Care Home, was keen to ensure that her migrant worker staff should have the skills to complete care plans to reflect the person-centred care they strive to offer and so she decided to use the AIMER project to offer some ESOL support to her staff.

Click on the play button below to hear Angie talk about the importance of writing skills in providing evidence of the quality of care given to her residents -



Cultural and communication differences

An understanding of the core values that underpin health and social care in the UK is a key topic during induction for all care workers; we all bring different attitudes to care work that are shaped by our individual background and experiences even amongst a group of indigenous care workers. It is important therefore not to make assumptions about the attitudes and values that particular speech communities or cultural groups may or may not have.



However, moving to live and work in a different country presents obvious challenges. Click on the play button below to hear an extract from the interview with Rachel Öner in which she talks about the difficulties faced by migrant workers as they settle into a new country and a new culture.

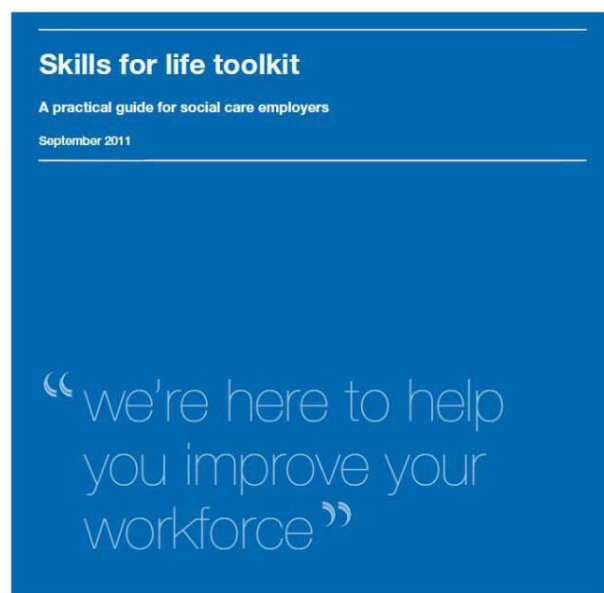


Within the context of social care there are particular aspects of day to day work that can be challenging for those who have grown up in other cultures. For example, assisting residents with eating and drinking is much easier if you are familiar with the common food preferences associated with life in the UK, e.g. mint sauce with lamb, custard with dessert, 'dunking' biscuit, etc. As a result migrant workers might need support with the routine language exchanges common at meal times. For example when serving tea we use phrases such as 'how many sugars?', 'half a spoonful', 'would you like a top up?'

Special events and social occasions are also often linked to customs that may be unfamiliar to those from other cultures e.g. Christmas crackers, singing Happy Birthday, Auld Lang Syne. Such topics can often be covered in the short course formats suggested in Section 4 - Working with an ESOL Provider.

For more information about the language and cultural challenges that face migrant workers, click on this link [Supporting Your Employees with ESOL 2](#)

Skills for Care have produced a comprehensive overview of the key issues in offering Skills for Life support to staff in care worker roles - [Skills for Life - a practical guide for employers](#) .



3 Recruitment and induction

If newly appointed staff are likely to have support needs with communication skills, it is important that these needs are identified early in the recruitment process. This is a particularly important and sensitive area when recruiting staff who do not have English as their first language.

Identifying support needs - where do I start?

If you are planning to interview and employ migrant workers, it can be useful to carry out a quick 'skills audit'. A skills audit involves identifying the key areas of a job role in which literacy, language and numeracy skills are required.

This audit will enable you to:

- ask more effective questions in the job interview
- make a more informed judgement about the interviewee's skills
- anticipate areas in which support might be needed
- contextualise ESOL support materials
- offer 'embedded' support during induction
- identify appropriate targets in job development reviews



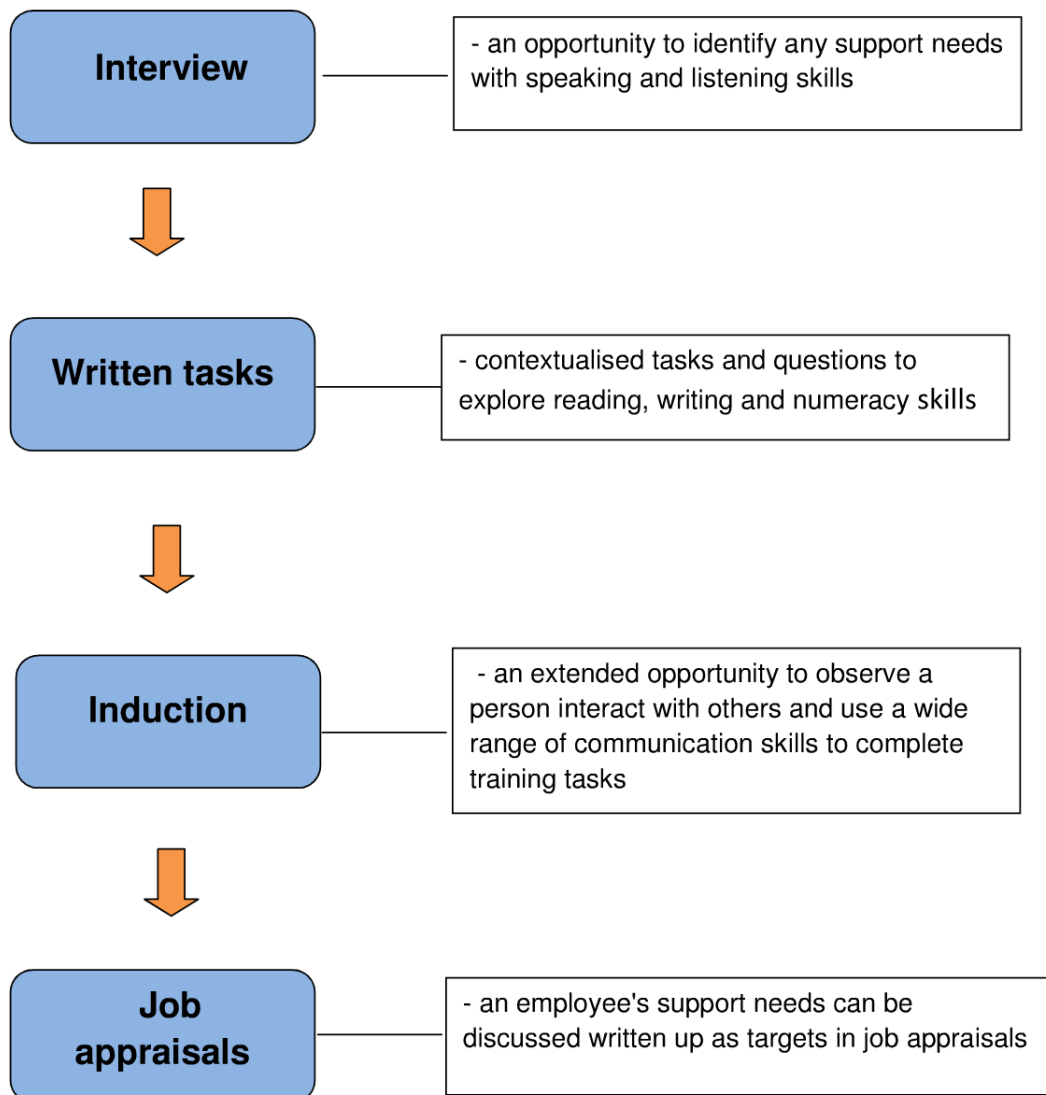
As a starting point for your own skills audit you could use:

- a job description
- a set of quality standards that underpin your employment sector e.g. Common Induction Standards (Social Care), Knowledge and Skills Framework (KSF in the National Health Service)
- the sequence of topics covered in an induction programme
- the four skill areas: speaking, listening, reading and writing

The table below shows an analysis of the literacy, language and numeracy skills required by a residential care worker –

	Care assistants in residential settings
Recruitment and induction	<ul style="list-style-type: none"> • Read and understand written information on induction course e.g. policies, first aid, infection control, etc • Complete written assessment tasks • Take part in discussions, team building and training activities • Follow instructions when job tasks are demonstrated
Day to day care	<ul style="list-style-type: none"> • Read and understand health & safety signs, instructions, case notes • Read out letters and forms for clients • Complete entries in day book and on care plans • Take notes, leave messages and send e mails • Write incident reports • Access and update computer-based records • Take and record observations e.g. weight, height, pulse, volume, blood pressure • Read and update charts & graphs • Understand dosage amounts when giving medicines under supervision • Handle cash when shopping for clients • Question clients and use active listening skills when obtaining information from clients e.g. care plans • Deal with aggressive behaviour • Communicate with clients with communication needs e.g. hearing, visual or speech impairment, those with English as a second language • Give and follow instructions • Use the phone to liaise with a range of agencies • Give a verbal report at shift hand overs and team meetings
In service training	<ul style="list-style-type: none"> • Read NVQ standards and understand evidence requirements • Read and respond to case studies and answer written questions • Gather documentary evidence from workplace • Use internet for research • Write reflective accounts • Organise a portfolio
Supervision & personal development reviews	<ul style="list-style-type: none"> • Write reflective diaries • Update personal development plan • Evaluate and make notes on own performance against national criteria e.g NVQs, Common Induction Standards • Discuss own training needs with line manager • Agree targets
Quality assurance and service improvement	<ul style="list-style-type: none"> • Make a case in team meetings e.g. to highlight examples of good/poor practice, discrimination, abuse • Take part in problem solving activities • Discuss and develop the care worker role with colleagues • Gain qualification in English

Information gathered in the kind of skills audit shown above will enable you to take advantage of the different types of opportunities to identify support needs that present themselves during a typical recruitment and induction process. These are summarised in the diagram below. You will need to decide which options are most appropriate given your HR procedures, your time constraints and the level of detail you require -



(a) Job interview

During the course of a job interview you will have opportunities to assess how well a potential employee uses spoken English to communicate in a formal situation. It is important to put people at ease so that they can show the full range of their language skills.

'We want to see them smile and be able to assess their personality which is important for the home.'

Amanda O'Neill, Home Manager, The Mellows Care Home, Loughton, Essex

Whatever the topic you choose it can be useful to start with 'closed' questions that are easy to answer with single words or phrases eg:



- what is your name?
- which country are you from?
- which languages do you speak?
- where do you live?

You might then follow up with questions that require slightly longer answers using the past or future tense:

- did you work before you came to this country
- what was your job?
- how long have you lived here?
- how long will you stay here in the UK?

And finally, asking 'open' questions such as those below will require interviewees to use more complex sentence structures and are best left till they have gained some confidence:

- what do you enjoy about care work?
- what kind of skills and qualities do you have as a care worker?

During the interview, it may be useful to note different features of an interviewee's English skills using a short checklist. Being able to communicate well depends on a mix of language skills -

Comprehension	Did they understand and respond appropriately to your questions? Did you have to talk excessively slowly?
Fluency	Could they 'keep going' when answering your questions? This ability can be more important than accuracy in grammar.
Pronunciation	Did their accent make them hard to understand? Did they talk too quickly?
Grammar	Did they get words in the right order? Did they use the right tense? Could they ask questions easily and politely?
Body language	Did they make appropriate eye contact?

It can also be useful to use a job-related resource such as a safety notice, a sample care plan or a picture as a basis for a discussion.

For example, the picture on the right could be used to prompt an interviewee to use the descriptive language needed for care plans and incident reports.



- the task above is taken from Skills Check 10 available on the [Care Skillsbase](#) website

(b) Written tasks

To support information gathered in an interview some trainers and managers working on AIMER funded courses were keen to identify any training needs in English and maths using some short contextualised written tasks. Staff from Matter of Fact Training at Two Counties Community Care in Finchingfield, for example, developed and piloted two sets of contextualised questions that reflected the particular skills required by job roles in domiciliary care. Several were based on sample questions taken from the wide range check activities developed by [Care Skillsbase](#).



Given the range of literacy and numeracy needs amongst applicants the two activities were designed to be completed by all staff at job interview.

The [literacy assessment](#) covers:

- reading safety signs
- understanding a phone message
- spelling
- use of full stops
- use of capital letters
- updating a care plan



(Click [here](#) for a version that contains safety signs more relevant to residential care settings)



The [numeracy assessment](#) covers:

- working out change
- adding and subtracting
- reading a scale in kg
- estimating a volume in millilitres
- working out a simple dosage
- using the 24 hr clock
- rounding up a calculator answer
- using decimals in metric units



Results from the two assessments were used in conjunction with other information gained from interview to decide how well potential employees would cope with the induction training programme and the practical tasks involved in domiciliary care.

If a more detailed English and maths assessment is required during an induction programme, you may like to consider using some of the wide range of skills check tasks that are available on the [Care Skillsbase](#) website

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Home People Care needs Care services Key issues Developing Skills and Services


Welcome to the Care Skillsbase

This resource is for employers and managers of care and support staff to help them address communication and number skills in the workplace. Use Care Skillsbase with staff to help identify areas for improvement and build confidence in their skills and knowledge.

Care Skillsbase works within induction standards, the code of conduct for social care workers and employers and the Qualifications and Credit Framework.

- Developing Skills and Services
- Frontline practice
- Care Skillsbase**
- How to use the Skills Checks
- Skills Checks
- Manage skills
- Standards and professional development
- Glossary


How to use the Skills Checks



Skills Checks help you explain to staff why communication and number skills matter.

[more](#)


Skills Checks



Learning activities to help check your staff have the communication and number skills needed for their job.

[more](#)


Manage skills



Guidance on how to take constructive action on communication and number skills.

[more](#)

Featured resource: e-Learning



Communication Skills

[more](#)

What do you think?

Please send us your comments and suggestions about 'Care Skillsbase'. It will help us to continue to improve our work in the future.

[Complete our feedback form.](#)

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The range of 38 skills check activities demonstrate how authentic workplace materials can be used as the basis for a detailed discussion of literacy, language and numeracy skills. Each is accompanied by guidance notes and a record sheet. Whilst they are essentially assessment tools, they cover a range of topics that are very relevant to the content of induction programmes delivered to meet the 'refreshed' induction standards and so they could be used by trainers as an interesting starting point for discussion activities in training sessions. They cover topics such as:

- abuse
- body language
- communication skills
- fire safety
- role of the worker
- confidentiality
- incident reports
- politeness
- safety signs



The graphic above is an example of the kind of real life reading tasks used in Skills Checks. It is taken from a comprehension activity in [Skillscheck 8](#) - Safety Signs. Click [here](#) to see a full A-Z list of the Skills Checks

(c) Induction and mentoring support

During a typical induction training programme there can be numerous opportunities to observe new staff using communication skills as they complete training tasks and interact with others. Where time allows, a certain level of support with literacy and language skills might also be offered. One way is for a trainer or a mentor to model good practice during the demonstration of a practical job task that involves spoken or written English. For example, a common area of difficulty for ESOL learners concerns the variety of ways in which polite requests are made in English. Instead of just saying 'Eat your lunch' which can sound abrupt, a native speaker might say more gently -

'Please eat your lunch.'

'Would you please eat your lunch?'

When demonstrating how to assist a resident in a workplace situation a mentor might therefore make a point of 'modelling' one of these phrases so that new staff can be encouraged to use it themselves.

Integrating ESOL support into induction training is a feature of the 1:1 mentoring programme offered to migrant workers at the Mellows Care Home in Loughton, Essex. New members of staff are supported by a more experienced colleague during their twelve week induction programme. This allows new staff who have ESOL needs to begin to develop their English skills with trainers who have authentic knowledge of the actual documents and practical care tasks they will encounter in their day to day work.

Click on the play button below to hear Amanda, the manager from the Mellows Care Home talk about the mentoring programme that they offer

-



(d) Personal development plan

In Amanda's interview you heard her talk about the importance of a report at the end of the induction programme that identifies the strengths and support needs of newly employed staff so that they can be recorded on a personal development plan.

For this reason trainers on induction courses may find it useful to use a checklist format to record quickly their observations about the strengths and needs of new staff. If staff have ESOL needs, the observation checklist could have a particular focus on some basic language and communication needs for care work eg:

- key areas of vocabulary e.g. numbers, days, months, foods, clothes, parts of the body, medical conditions
- making everyday conversation
- making requests politely
- asking questions politely
- eye contact and body language

Click [here](#) for an example of a checklist with an ESOL focus that was developed as part of the AIMER project. Such a checklist could also be useful as a framework for discussion at job appraisals.

Information about the local community and services

It is in everyone's interest that migrant workers should settle quickly within the local community. Just as with other employees any difficulties that they may encounter with housing, healthcare, schools, transport, etc will cause anxiety and impact directly on their performance at work. Early in the AIMER project partners produced a [Welcome pack](#) which contains general information about life in the UK that migrant workers might find useful during induction or the early months of employment.



Other useful sources of information to recommend during an induction programme include -

The [myUK info](https://myukinfo.com) website provides a national source of information on the same range of topics as those covered in the AIMER welcome pack above but it offers that information in a wide range of languages. It also suggests links to websites that offer information and guidance for employers who need guidance on issues around the employment of migrant workers.



[Integration Support Services](#) (ISS) are a registered charity set up in 2004 in Harlow to promote the interests of migrant workers, asylum seekers and refugees in Essex. They organise:

- drop in information sessions on education, welfare, health and employment issues
- advice on immigration, visas, work and residence permits
- interpreting and translation services
- social outings and multicultural events for families

Most ISS services are delivered using volunteers. ISS believes that volunteering is one of the most effective ways for migrant workers to integrate, make friends, learn new skills and have a positive approach towards life here in the UK. ISS is constantly recruiting new volunteers to work for ISS or other various charities across Essex.

Whilst most of their leisure, education and advice workshop activities take place in west Essex they receive and respond to queries from across the county. Click on the play button below to hear an extract from an interview with the Chief Executive of ISS, MIMOZA MATOSHI in which she talks firstly about the services they offer -



MIMOZA then discusses the support employers can offer newly employed migrant workers during induction. Click on the play button below to hear her discuss the use of the Welcome pack suggested above -

4 Support strategies and resources

This section summarises the range of support strategies and resources that have been piloted on AIMER courses -

(a) Simplifying reading material at work

Making workplace documents easier to read is of benefit to everyone at work at whatever level but it can be of particular benefit to migrant workers.

For the general reader there are several factors that affect the readability level of a document:

- how much information is on the page
- the font size
- the use of spacing and graphics
- the kind of vocabulary
- the length of the sentences
- the familiarity of the topic

If you want to check the reading level of a document, you can use an [online readability calculator](#) developed by the University of Nottingham. The tool will give you an approximate reading age that can be roughly matched to Entry Level, Level 1 or 2. However, assessing readability is not an exact science and so a score gained from using a readability formula should be qualified by an awareness of other factors e.g. how familiar the reader is with the subject matter.

For migrant workers reading a document in English can have particular challenges. Workers from Bulgaria, Russia and Asia may not be familiar with the English alphabet and this can cause difficulties in both reading and writing in terms of the direction of print on the page, the formation of letters or the differences between upper and lower case. Migrant workers who are familiar the Western alphabet will nevertheless absorb written information much more easily and quickly if documents are written using plain English.

Making reading easier - using plain English

The graphic below indicates how a trainer has adapted paragraphs from a text book to create a much more accessible hand out.

Requirements for bacterial growth

Bacteria responsible for causing food poisoning need the following conditions for growth.

The optimum temperature for the growth of food poisoning bacteria is 37°C although they can multiply quite quickly between 20°C and 50°C. To prevent their growth the temperature must be kept below 5°C or above 63°C. This temperature range of 5°C to 63°C is referred to as the 'danger zone'. Some bacteria are able to produce spores which enable them to survive adverse conditions such as high temperatures.

High protein foods provide ideal growing conditions. Such foods include sea food, poultry, dairy produce and cooked rice. Dried foods such as dried powder do not support bacterial growth and so have a long storage life. If water is added to the powder, bacterial growth will start. It is therefore essential that such foods are used immediately after water is added. Other foods that do not support bacterial growth are those containing high concentrations of sugar, salt, acid or preservatives.

Given an appropriate ambient temperature, adequate moisture and food some bacteria can divide in two every 10-20 minutes. This is a very short time. In sufficient time, a few bacteria can very quickly cause food poisoning. In just an hour and 40 minutes 1,000,000 bacteria can be produced. For this reason high risk food should not be left at room temperature for long periods of time. It is absolutely necessary.

How Bacteria Grow

To grow quickly bacteria need 4 things -

Warmth

Bacteria grow most quickly at 37°C. This is our body temperature. But bacteria can still grow between 5°C and 63°C. This is called the 'danger zone'.

To stop bacteria growing you should not leave food standing out in the danger zone.

Keep cold foods really cold in a fridge (below 5°C).
Keep hot foods really hot (above 63°C).



Food

Bacteria grow quickly in food that are high in protein e.g.



- meat and gravy
- poultry
- milk and dairy foods
- eggs
- seafood
- cooked rice

Moisture

Bacteria grow well in moist foods. Dried foods like egg and milk powder will keep well. But, once water is added to the powder, bacteria can soon start to grow. Make sure you use it quickly!



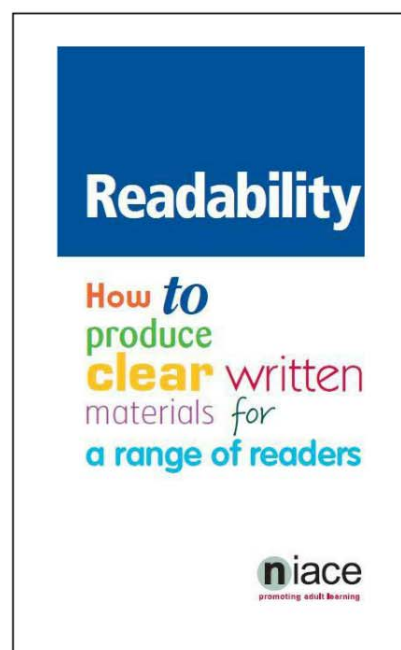
Time

Bacteria will soon start growing if they have some warmth, food and water. They grow by dividing up in half. This is called binary fission. In just 1 hour and 40 minutes a thousand bacteria can quickly divide up to become more than a million.



To learn how the text was simplified, watch the screencast below or click [here](#) to watch the video on YouTube -

For a summary of practical tips on how to simplify a workplace document, download this [NIACE leaflet](#) -



(b) 'Embedding' ESOL support into group training sessions

Section 2 on Recruitment and Induction introduced the concept of integrating ESOL support into the range of activities that make up an induction programme in what was called an 'embedded' delivery model.

The use of 'active learning' tasks in workplace training sessions is an important way in which embedded support can be offered in group training sessions. 'Active learning' is an approach to teaching and training that stresses the involvement of learners in working together on tasks rather than passively listening to presentations.

Active learning tasks often involve learners in working together in pairs or small groups. Information about a topic may be presented in a card-based format so that learners have to manipulate them to solve a problem e.g. by matching, classifying or sequencing. Alternatively, learners may be asked to mark words with a highlighter pen, label a diagram or reconstruct a table of information.

In tackling such tasks staff can offer one another support to clarify any new or difficult vocabulary, often using their first language to check their understanding.

The six sample tasks below illustrate how information about some common topics in care work can be presented using different active learning strategies and were developed on AIMER-funded ESOL courses . They cover a variety of task formats and ability levels:

[Giving a bed bath](#)

[Storing food safety](#)

[Dietary needs](#)

[Key facts in first aid](#)

[Health and safety law](#)

[Care plans](#)





Brentwood Care Centre, Brentwood

In February-March 2012 a group of trainers, senior care workers and ward managers at the Brentwood Care Centre completed a 10 hr course funded by AIMER that aimed to explore the range of materials and strategies they could use to support staff with ESOL or literacy needs.

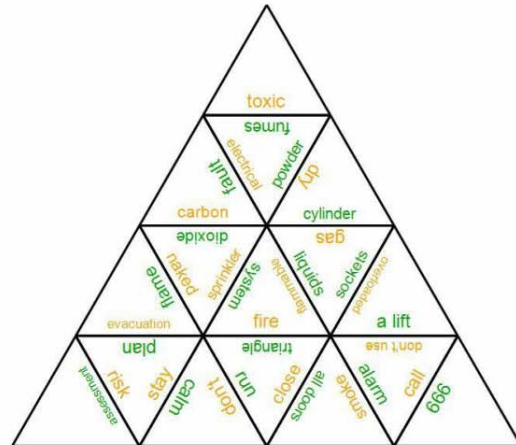
Bob Read, a trainer from ACER who delivered the course, went back to the care home to interview three of the participants about what they had learned on the course. Annette Green, Jane Scott and Tracie Boom are all involved in offering training in the care home. Click on the play button below to hear them talk about what they had learned about simplifying training material, using active learning approaches and managing mixed ability groups of staff who have ESOL and literacy needs.



Tarsia puzzles

Some of the most popular active learning tasks piloted on AIMER courses were the jigsaw activities that can be quickly created with a free software package called [Tarsia](#). The puzzles are essentially a matching task format but they can be created in variety of formats. As the puzzle is completed, learners find that they have assembled a geometrical shape such as a triangle, hexagon or octagon. To create the task you enter a list of matching items in a table which is then converted into a jigsaw format. This can then be printed out, laminated and then cut up for use as a table top pair task or group activity.

- pairs of words to make common phrases e.g. danger + zone
- short sentence & instructions e.g. don't + run
- metric units e.g. 1200 ml = 1.2 l
- 24 hr clock e.g. 4 pm = 1600
- words and images

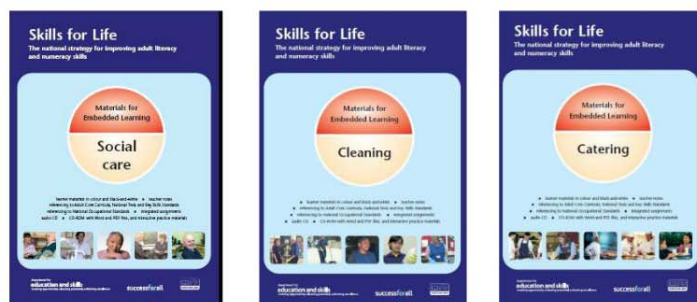


The screencast below shows you how to download and start using Tarsia software. (Click [here](#) to watch the video on YouTube)

Embedded teaching and learning materials

As part of the national Skills for Life strategy 2001-10 a wide range of teaching and learning materials were produced to illustrate how literacy, language and numeracy skills could be developed through what is called an 'embedded support' model. The [Embedded teaching and learning materials](#) were designed to illustrate how trainers can use workplace materials to provide this kind of support. The folders cover a range of occupational sectors and workplace topics eg:

- Social Care
- Catering
- Cleaning
- Health and Safety
- First Aid
- Food Hygiene



Interactive teaching and learning materials were also produced that provide practice in literacy and numeracy. Whilst not contextualised to workplace tasks, they could still be useful in supporting migrant workers. Click on this link to see one of the short modules - [Capital letters](#)

(c) Key facts leaflets

Given the varied demands of a care worker's job, trainers on the AIMER funded Skills for Life awareness courses thought it would be useful to offer a handy source of key information that new staff would find useful to help them cope with everyday writing and maths tasks at work. A 'key facts' leaflet was developed for this purpose. It contains:

- the words for day and months
- a multiplication square
- information about 24 hr clock
- key information about metric units
- common abbreviations used in care work

Key Facts for Care

Dates

Days	Mon	Tue	Wed	Thurs	Fri	Sat	Sun	Months	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
Monday	1	2	3	4	5	6	7	January	1	2	3	4	5	6	7	8	9	10	11	12
Tuesday	2	3	4	5	6	7	8	February	13	14	15	16	17	18	19	20	21	22	23	24
Wednesday	3	4	5	6	7	8	9	March	25	26	27	28	29	30	31	1	2	3	4	5
Thursday	4	5	6	7	8	9	10	April	6	7	8	9	10	11	12	13	14	15	16	17
Friday	5	6	7	8	9	10	11	May	18	19	20	21	22	23	24	25	26	27	28	29
Saturday	6	7	8	9	10	11	12	June	30	1	2	3	4	5	6	7	8	9	10	11
Sunday	7	8	9	10	11	12	13	July	12	13	14	15	16	17	18	19	20	21	22	23
								August	24	25	26	27	28	29	30	31	1	2	3	4
								September	4	5	6	7	8	9	10	11	12	13	14	15
								October	16	17	18	19	20	21	22	23	24	25	26	27
								November	28	29	30	1	2	3	4	5	6	7	8	9
								December	10	11	12	13	14	15	16	17	18	19	20	21

24.2.12 or 24/2/12
24 = day of the month (24th)
2 = month (February)
12 = year (2012)

Multiplication table

0	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

24 Hr Clock



24-hour clock	0000	0100	0200	0300	0400	0500	0600	0700	0800	0900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300
Midnight	0000	0100	0200	0300	0400	0500	0600	0700	0800	0900	1000	1100	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300
Midday	1200	1300	1400	1500	1600	1700	1800	1900	2000	2100	2200	2300												

Metric units

Volume

1 litre (l)	1000 millilitres (ml)
1 litre (l)	100 centilitres (cl)
½ litre	500ml or 50 cl
¼ litre	250ml or 25cl

1 litre (l) = 1.76 pints
'A litre of water is a pint and three quarters'
A mug holds about 250 ml.
A teaspoon holds about 5 ml.

Weight

1 kilogram (kg)	1000 grams (g)
1 gram (g)	1000 milligrams (mg)
1 milligram (mg)	1000 micrograms (mcg)

1 gram is about the weight of a stock cube.
500 g is the weight of a tub of margarine.
1 kg is a bag of sugar (2.2 lb).
To convert a person's weight from kg to lbs, you multiply by 2.2 e.g. 65 kg x 2.2 = 143 lbs

Vital Signs

Body Temperature	36.7 – 37.2°C
Pulse	60-100 beats per min
Respiration	14-18 breaths per min
Daily Fluid Intake	2.0-2.5 litres

Key Words – daily care notes

accident	aggressive
agitated	allergic
Alzheimer's	antibiotic
arthritis	assistance
aspiration	bowels
breakfast	catheter
changed	commode
complained	confused
constipation	dementia
dentures	diarrhoea
discuss	diuretic
dressed	enema
enough	faeces
haemorrhoid	incident
incontinent	immediately
medication	notified
phlegm	physio
ready	refused
regularly	respiratory
reminiscence	requested
supplied	sputum
symptoms	toilet
urine	washed
walked	wheelchair
worried	

Key Words - phone messages

afternoon	again
asked	could
contacted	doctor
evening	hospital
later	morning
night	possible
rang	said
soon	today
tomorrow	would

Other Key Words

.....
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Abbreviations

BMI	body mass index
CQC	Care Quality Commission
COSHH	Control of Substances Hazardous to Health
CPN	Community Psychiatric Nurse
CPR	cardio pulmonary resuscitation
GP	general practitioner
DOL	deprivation of liberty
DN	district nurse
DVT	deep vein thrombosis
DNR	do not resuscitate
MAR	medication administration record
MCA	Mental Capacity Act 2005
NKDA	no known drug allergy
NOK	next of kin
PO	orally, by mouth
OD	once daily
BD	twice daily
OT	occupational therapy
PPE	personal protective equipment
PEG	percutaneous endoscopic gastrostomy
SOVA	safeguarding of vulnerable adults
	from abuse
TDS	three times daily
QDS	four times daily

The Dignity Challenge

1. Have a zero tolerance of all forms of abuse.
2. Support people with the same respect you would want for yourself or a member of your family.
3. Treat each person as an individual by offering a personalised service.
4. Enable people to maintain the maximum possible control of independence, choice and control.
5. Listen and support people to express their needs and wants.
6. Respect people's right to privacy.
7. Ensure people feel able to complain without fear of retribution.
8. Engage with family members and carers as care partners.
9. Assist people to maintain confidence and a positive self-esteem.
10. Act to alleviate people's loneliness and isolation.

For more information visit the Dignity in Care website
www.dignityincare.org.uk




(If you wish to download and adapt the leaflet for use in your workplace, click on this [link](#))

The leaflet was developed with the support of two Essex employers in the care sector and their involvement resulted in two slightly different versions. Ward managers at the Brentwood Care Centre were keen to include more numeracy information and medical abbreviations relevant to the nursing contexts in which several of their staff work (click [here](#) to download their version). Trainers from Two Counties Community Care on the other hand developed the version shown above which had less of a medical focus and reflected the job roles of domiciliary care workers who make up the majority of their workforce. For example, it contains the list of the ten statements that make up the Dignity Challenge from the Dignity in Care website <http://www.dignityincare.org.uk/>

(d) Open learning materials

In the section below are listed some resources and websites that migrant workers could use on their own to develop their literacy and language skills or with the support of their colleagues.

Materials for migrant workers - developed by LSIS



Care

Entry 1: Reading


Module: Words for work

Module aims

Main aim
We are learning the names of some of the things you see at work.

Other learning aims
We are learning:



- The letters of the alphabet
- The names of some of the jobs you do at work
- How to read sentences
- The names of parts of the body
- The names of clothes



Task 6: Parts of the body

Aim: We are learning the names of parts of the body.

You will give personal care to the people you work with. You could:

- help them dress 
- wash them 

You need to know the names of parts of the body so you can talk to people at work. Look at the names. Match the name to the right part of the body. The first one shows you what to do.

Arm

Wrist

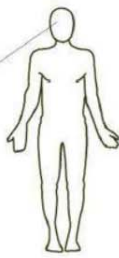
Head

Leg

Fingers

Foot

Knee



Shoulder

Face

Elbow

Waist

Neck

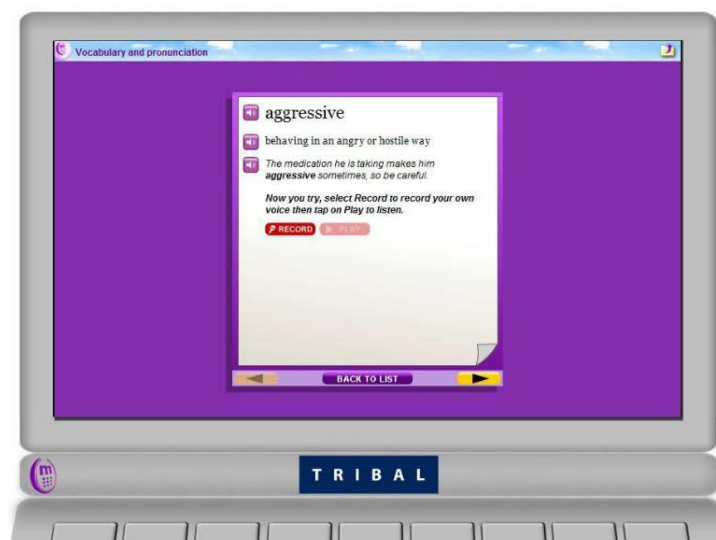
Hand

The Learning and Skills Improvement Service (LSIS) offer a free set of learning materials developed for use with migrant workers involved in care work - [ESOL materials for migrant workers](#) .

The materials developed are in the form of a set of 14 workbooks and are designed to be used in care settings by staff who wish to support their colleagues in developing their literacy and language skills from Entry Level to Level 1. They are based on texts and vocabulary required for everyday tasks in care and are accompanied by a set of training notes about how to use them to develop reading and writing skills with care staff. The topics covered include:

- health and safety signs
- fire evacuation
- security in a care home
- words at work
- code of practice for care

You can also download a set of audio materials for use on a PC that can be used to help care staff develop their pronunciation. Staff can work through the materials at their own pace, clicking on words and phrases to hear them first before they then practise the vocabulary themselves. If staff have headsets, they can record themselves to see how well they are doing. A Polish-English glossary of key terms in care can also be downloaded from the same website.

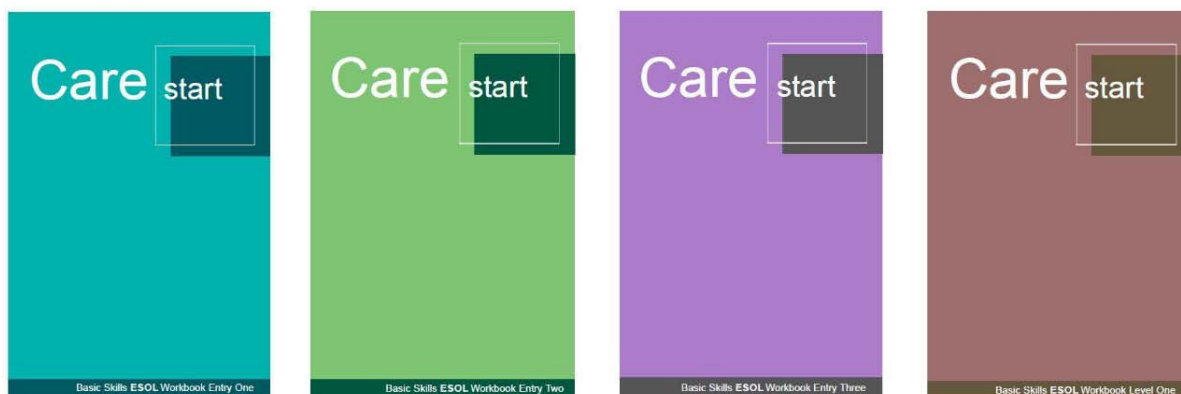


Technical terminology and concepts for care

Employers who feel their staff need help with the more technical terminology used in care work may be interested in a set of four glossaries developed by the Learning and Skills Improvement Service (LSIS). They form a comprehensive list of key terms and concepts used when studying health and social care with translations into four key languages used by migrant workers from the EU: [Polish](#), [Romanian](#), [Lithuanian](#) and [Portuguese](#)

Care start series - Merton College

The Care start series is a set of four workbooks that were developed by health and social care trainers and ESOL specialists at Merton College to develop English language skills. They use care-related topics and scenarios as a basis for activities in reading, writing, speaking and listening skills. Each of the four books is graded according to the four skills levels from Entry 1, 2, 3 and Level 1. They can be downloaded from [The network for workplace language, literacy and numeracy](#) website: [Entry 1](#), [Entry 2](#), [Entry 3](#), [Level 1](#)

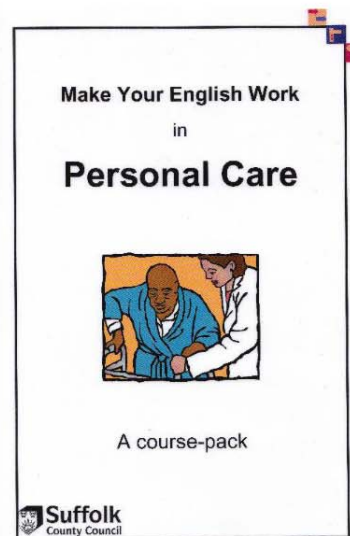


Training Matters - teaching and learning resources

A range of teaching and learning materials were developed for use on workbased Skills for Life courses by Training Matters, a project managed by Suffolk Adult Community Learning until 2011. The project funded programmes in a range of employment sectors but specialised in short courses in residential care settings. Titles included:

- Communication for Care
- Confidence to Care
- Make Your English Work for Personal Care
- Reporting for Care

Whilst the Training Matters project closed in 2011, some of the materials are still available. To view extracts from two of the workpacks, click on these titles: [Personal care](#) and [Reporting for care](#)



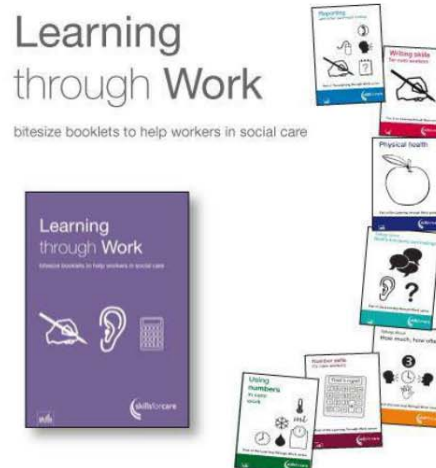
If you would like to obtain electronic copies of the two workpacks above, please e mail Chrissie Minton cam@sky.com. There will be no charge for non-commercial use.

Learning through Work booklets

This series of booklets produced by Skills for Care develop communication and number skills using themes relevant to the health and social care workplace. The [Learning through Work](#) series is designed to be used by managers or senior care staff who want to offer communication skills support at work to their colleagues.

The seven booklets cover:

- Report Writing
- Writing Skills for Care Workers
- Talking about Bodily Functions and Feelings
- Physical Health
- Using Numbers in Care Work
- Number Skills for Care Workers
- Talking about how much, how often



(e) E learning modules

As part of the AIMER-funded Skills for Life awareness courses in Essex care homes trainers have had an opportunity to evaluate a sample [e learning module](#) developed using a software package called Xerte. Xerte software was developed for use by teachers and trainers who wish to create their own e learning materials but do not feel they have the technical expertise to create them. The module illustrates some interesting ways in which training materials can be presented in accessible ways for migrant workers and other staff with literacy or ESOL needs. Trainers valued the way such modules:

- present information in bite-size chunks
- combine text with colourful graphics
- provide an audio commentary to support workers with reading difficulties
- include a range of interactive tasks to check learning


Key Topics in Health and Social Care
A Day in the Life of a Care Worker

Watch the video which shows a day in the life of Rosceliza, a care worker.

Why did she not study nursing when she was growing up in the Philippines?

What qualities does she have that help her enjoy her job in the care home?


She says that in some ways you have to stay emotionally detached from residents in order to help them. Do you agree with Roscella?



Key Topics in Health and Social Care
In the kitchen

Drag the words on to the photograph to match the correct pieces of kitchen equipment.

cooker microwave oven
gas boiler kettle
cooker hood drawer



--Colour Scheme-- --Screen Size-- --Text Font--

--Colour Scheme-- --Screen Size-- --Text Font-- --Text Size-- Text to Speech continue ▶▶▶

Such modules could be used by:

- by a trainer when running a group session
- by an NVQ assessor in a 1:1 professional discussion with a candidate
- as revision material for staff after the session
- as part of a blended learning package

If you are interested in finding out about how to use Xerte to create e learning materials, please contact Maria Neary at Essex County Council Community Learning by e mail maria.neary@essex.gov.uk or by phone on 01268 520599 ext 231.

Other useful websites that offer open learning materials for English support include -

[BBC Skillswise](#)

- web-based games, activities and printable factsheets for use in adult literacy and numeracy support

[Life in the UK](#)

- a Home Office site with information about taking the Life in the UK test that staff will need to pass if they wish to apply for settlement in the UK or British citizenship

[Citizenship materials for ESOL learners](#)

- a source of teaching and learning materials to help staff prepare for the Life in the UK test

5 Working with an ESOL provider

In section 5 we saw how one important model of ESOL support involves integrating support into workplace activities by reviewing recruitment procedures, simplifying workplace materials, embedding support into training sessions, offering open learning materials, etc.

There are two other models of support you could consider which involve working with a local ESOL provider.

Depending on the availability of funding you could either -

- refer staff to a college or a community based class or
- invite a learning provider to offer a short course at work

What to look for in an ESOL provider



ESOL support is offered in the main by colleges of Further Education and Adult Community Learning providers.

When choosing an ESOL provider you may like to consider the following factors:

- what government funding can they access?
- what experience do they have in supporting workplace learners?
- to what extent do they contextualise their support to reflect the contexts and learning needs of workplace learners
- what grade did they gain in their last [OFSTED](#) inspection?
- what kind of initial assessment do they use?
- how flexible are they in working around the shift times of your staff?

On the [Care Skillsbase](#) website you will find a more detailed summary of the kind of questions you could ask when considering working with an ESOL provider.

Referring employees to a college or community based class

Referring an employee to a local ESOL class can be an effective and appropriate option if you have migrant workers in your workforce. It can give them a chance to:

- make friends and build links within the local community
- build their confidence in general conversation skills
- work towards a qualification in English
- enjoy a modern learning environment and use computers
- identify personal learning targets on an Individual Learning Plan
- have support from a qualified ESOL teacher
- work at an appropriate level from beginner to advanced

ESOL courses delivered as part of the AIMER project in Essex involved tutors from Essex Adult Community Learning (ACL). Paula Fulton is an ESOL tutor for Essex ACL who was involved in delivering short English courses in local care homes. However, for many years she has also supported migrant workers in daytime and evening classes so she is well placed to compare the advantages of community-based provision with courses that are delivered in the workplace.

Click the play button below to hear an interview with Paula about the advantages for employees of attending classes in their own time outside of the workplace.



The qualification offered in community classes for ESOL learners is called the Certificate in ESOL Skills for Life which has three elements:

- reading
- writing
- speaking and listening

The ESOL Skills for Life qualification can be taken at five levels. The table below is an approximate guide to the level of the content in terms of GCSE qualifications and Key Stages in the National Curriculum.

ESOL Skills for Life	GCSE	Schools
Entry 1 Entry 2 Entry 3	No equivalent	Key Stages 1 & 2 (5 -11 years)
Level 1	GCSE D-G	
Level 2	GCSE A-C	Key Stages 3 & 4 (11-14 years)

Offering a short course in the workplace

Through the AIMER project employers were able to offer short ESOL courses for staff on site in their care homes. The courses were delivered by a local ESOL provider, Essex Adult Community Learning, and were contextualised around the particular tasks that managers knew were priority areas for English language development in their care homes. Click below to listen to another clip from the interview with Paula in which she talks about some practical tips when setting up a short course in the workplace.



The kind of English topics explored on short courses can include:

- reading skills for work eg signs, notices, activity boards
- leaving phone messages
- writing notes in incident books
- dealing with phone calls
- making requests politely
- cultural awareness e.g. food preferences, celebrating family events, festivals



Such courses are often effective because:

- staff don't have to face the anxiety of going along to an unfamiliar college or adult education centre
- they focus on the practical language demands of relevant workplace scenarios
- tutors can use authentic written documents used in the care home as teaching material
- sessions can be planned so that participants can practise their skills in real life settings between teaching sessions
- they can offer specific support with the challenges of local features in dialect
- they can promote a sharing of good practice in communicating at work

Click the play button below to listen to another clip from the interview with Paula in which she talks about the content of workplace courses she has run and the way she has adapted the content to meet the needs of the staff on the programme.



ESOL short courses - the benefits for the individual

Zenha is 45 years old and is originally from Guinea-Bissau (West Africa) where the indigenous language is Portuguese. She has worked at Highfield Care Home in a housekeeping (Hospitality) role since August 2010. Her role involves cleaning, working in the kitchen and the laundry. In the two years she has been at the home she has attended two AIMER funded short courses in ESOL which have helped develop her English skills and confidence to a point where she is now able to consider taking on a new role in the home as a carer. She has always enjoyed her contact with residents and was always keen to help them but she struggled to follow them in conversation given her lack of English. Now after the ESOL support she has received she feels much more confident chatting with residents and is hoping to start working in a caring role.

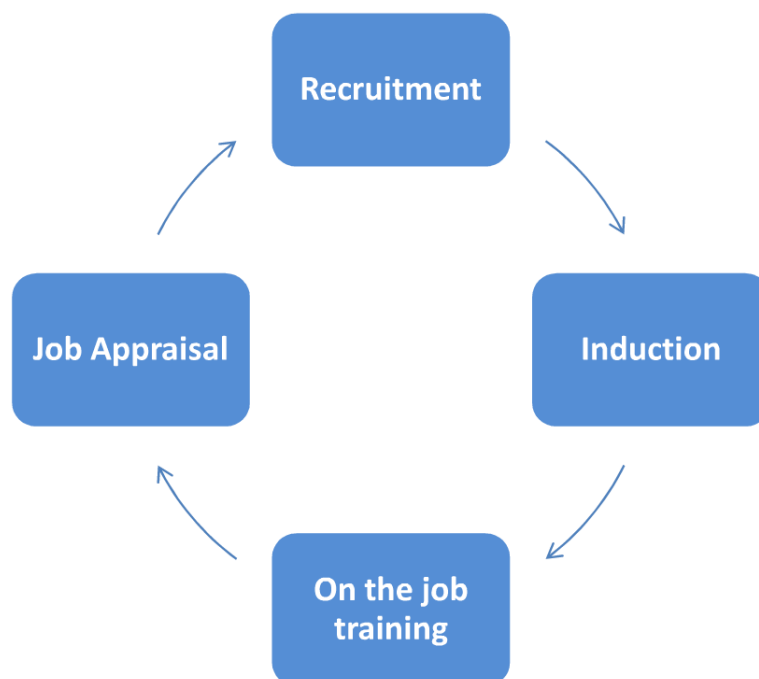
Click on the play button below to hear Angie Silva, the manager from Highfield Care Home talk about the progress made by Zenha -



6 Creating a learning culture at work

A whole organisation approach

Throughout this resource a range of strategies and materials for use in supporting migrant workers have been explored at different stages of the quality improvement cycle. This approach to ESOL support is called a ['Whole organisation approach'](#)



The support strategies explored have included:

- questioning techniques at interview & appraisals
- skills check resources
- simplifying workplace documentation
- embedded support during induction training
- work shadowing and mentoring opportunities
- open learning and e learning materials for personal study
- in house short courses
- referral to community-based ESOL provision

Some of those strategies involve more time, funding and commitment than others but they are all likely to be more effective in a workplace where learning is understood to be central to the way an organisation and its staff develop and continually improve as a 'learning organisation'.

What do we mean by a learning culture?

Let's start from some quotes from Amanda O'Neil, the manager at the Mellows, Loughton in Essex who is keen to develop 'a learning culture' in the residential home where she works.

She describes firstly the way she tries to encourage the sharing of good practice in all aspects of the way care staff work -



The Mellows Care Home, Loughton

'Carers working alongside each other – I've heard them helping each other out and training each other. For example – 'don't put so much on the spoon'. If we see this kind of support, we mention how good it is to help staff learn the job and we bring these things up at team meetings so that we utilise all the different strengths of the staff that we have here.'

'Staff need to be patient and understanding to support other new staff and this leads to a culture within the home of learning – and continuous learning – all benefitting from supporting each other.'

We saw in Section 3 (Recruitment and induction) that Amanda provides mentoring and shadowing opportunities during the induction period when experienced staff can demonstrate how to tackle the practical aspects of key job tasks.

'For new recruits we will try to get them working with a more experienced member of staff.'

In section 3 it was suggested that an induction programme also provides vital opportunities to 'model' some aspects of literacy and language use so that they are made explicit and can be adopted by migrant workers.

Through this modelling process staff could be helped to learn:

- how to use and pronounce care specific terminology
- the meaning and use of everyday idioms and phrases eg to spend a penny, to run the bath
- abbreviations
- when it is appropriate to be more or less formal
- polite ways of making requests and giving instructions

Modelling good practice is therefore an important way in which values and practices in both language and behaviour are shared and transmitted within a workplace. However, a key element of a learning culture at work involves sharing knowledge not only to maintain existing attitudes and practices but also to explore how workplace routines might be improved. Amanda explained that she feels the Care Quality Commission are keen to see evidence of a 'learning culture' during their inspections as it forms a key element in the process of continuous improvement -

'CQC just used to ask about outside training but they are now asking more about how staff are applying and sharing the knowledge and skills that they learn on any courses they have attended.'

Angie Silva from Highfield Care Home is another manager who is keen to promote a learning culture at work. Click the play button below to hear an interview with her about the way open learning resources can be used to offer support to those staff with ESOL needs.



Highfield Care Home, Saffron Walden



Next step - information on ESOL courses and funding

National Careers Service

The [National Careers Service](#) provides information, advice and guidance that can help you or your staff make decisions on learning, training and work opportunities. The service offers confidential, helpful and impartial advice, supported by qualified Careers Advisers.

Information about courses and learning available nationally as well as locally is provided. Teams of Advisers are on hand, accessible by phone, email or through face to face meetings. Bi-lingual adviser support is also available covering the following 8 different languages.

- Farsi
- French
- Gujarati
- Polish
- Punjabi
- Somali
- Sylheti
- Urdu



For any queries about learning opportunities in Essex contact Keith Makhubu, Lead Adviser National Careers Service for the East of England. His phone number is telephone 01268 286777.

Funding

Funding and support are available to you in a variety of formats depending upon your needs and the funding that a learning provider is able to access to deliver the learning. These include courses that are bespoke to your organisation and community-based classes available at a local learning centre. Note that:

- The government no longer funds work-based ESOL provision although learning providers can draw down funding for adult literacy and numeracy courses in the workplace and this may be appropriate in some cases.

- Community-based ESOL courses may be free for some staff depending on their circumstances.

National Careers Service Advisers will be able to offer you or your staff advice on the cost and funding options for ESOL courses.

For Essex-based care homes in a consortium ESOL training provision can be requested via the Provider Support Team at Essex County Council. If you do not belong to a Consortium then please contact Adult Community Learning directly to discuss requirements and costs. Please telephone Linda Smoothy on 0845 6037635 or visit the [Adult Community Learning](#) website.

Skills for Care receives funding from the Department of Health to assist employers with workforce development. To view the funding available from the Workforce Development Fund for 2012/13 click [here](#) to access the Employer Fact Sheet.

In Essex, Southend and Thurrock the Skills for Care workforce development funding is distributed by [Essex Care Training Partnership \(ECTP\)](#).

They can be contacted: 01702 547144
or email ectp@eica.org.uk



For further information on the range of public funding available visit the [Skills for Care](#) website. When sourcing any type of training, Skills for Care recommend that employers consider some key aspects before commissioning training. Skills for Care have put guidance together for employers to use and these resources are known as the [Care Training Codes](#).

7 Acknowledgements

We are grateful to the following Essex-based employers and organisations for their enthusiastic participation in the AIMER project and for their willing support in the development of this resource:

- Two Counties Community Care, Finchingfield
- Brentwood Care Centre, Brentwood
- The Mellows Care Home, Loughton
- Ashpark House Care Home, Colchester
- Highfield Nursing Home, Saffron Walden
- Integration Support Services, Harlow
- Essex Adult Community Learning, Chelmsford

We are delighted to be able to include graphics and sample training materials with the kind permission of the following consultants, agencies and organisations:

- Skills for Care
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- Learning and Skills Improvement Service (LSIS)
- Chrissie Minton, Consultant
- Geoff Scaplehorn, ACER Consultant

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Supporting migrant workers in care roles - the blog



As noted in the Introduction, a [blog](#) has also been set up for users of the signposting tool. It contains all the web links within this resource and these will be checked and updated on a monthly basis until December 2012. The blog provides an opportunity for you to:

- stay up to date with details of any new resources or funding opportunities during autumn 2012
- give us feedback on the topics explored in the signposting tool
- post comments on issues in ESOL support for migrant workers
- recommend resources or strategies you may have used yourselves in supporting migrant workers

We look forward to hearing from some of you on the blog!

Bob Read and Wendy Wilkinson

