

# The working environment

## Introduction to Module 1

All new entrants to the hospitality industry, and especially those who work for large chains or companies, will undergo an induction period. This may be a formal process that is standardised for all staff, or it may have a less formal approach, as you would expect in a small family run business.

During this initial period of employment, trainees will receive large quantities of information about health and safety, company policies and procedures and working systems in their work environment. This information is usually given verbally, but will also be available in text in a staff manual or similar document.

It is important that this information is understood, not only to maintain a safe working environment but also to protect the rights and responsibilities of both the employee and the employer.

The themes in this module support learners to read and understand important information at work. It includes:

- finding information in a staff handbook
- understanding information at work
- following instructions
- health and safety at work
- reporting incidents
- understanding the NVQ and finding evidence.

Every workplace will be different and learners will need support to apply the skills in this module to their own settings. Where possible, learners should be encouraged to identify similar sources of information at work. The Word version of these Embedded Learning materials provides opportunities to adapt and customise materials where appropriate.

Hospitality – Module 1: The working environment					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Information at work	Hos 1:1–1:4	2GEN1	Rt/L1.4; Rt/L2.6; Rt/L2.7		
Health and safety information	Hos 1:5–1:6	1GEN1	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.2
Finding the information you need	Hos 1:7–1:8	1GEN4	Rt/L1.5; Rt/L1.4; Rt/L1.2; Rw/L1.2		C2.2
Following instructions	Hos 1:9–1:10	1GEN4	Rt/L2.1; Rw/L2.1; Rw/L2.2; Rw/L2.3; Rt/L2.3; Rt/L2.7; Wt/L1.2		C2.2
The staff handbook	Hos 1:11–1:12	1GEN4	Rw/L1.1; Rw/L1.2; Rt/L1.4; Rt/L1.5; Rt/L2.7; Rt/L2.8		C1.2
Dealing with problems	Hos 1:13–1:14	1GEN1.2	Rt/L1.3; Rt/L1.4; Wt/L1.3; SLd/L1.1; SLlr/L1.2; SLc/L1.1; SLc/L1.3; Rt/L2.2		C1.1; C1.2; C1.3
Following procedures	Hos 1:15–1:16	1GEN1.2	Rt/L1.1; Rt/L1.2; Rt/L1.4; Rt/L1.5; Rs/L1.1; Rw/L1.1; Rw/L1.2; Wt/L1.2; SLlr/L1.1; SLlr/L1.2		C1.1; C1.2; C1.3
Incident report forms	Hos 1:17–1:18	1GEN1.2	Wt/L1.1; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Rt/L1.1; Rt/L1.4; Rt/L1.3		C1.3
Signs and symbols	Hos 1:19–1:20	1GEN1	Rt/L1.3; Rt/E3.9		C1.2
Safety equipment information	Hos 1:21–1:22	1GEN1.2	Rt/E3.3; Rt/E3.9; Rw/L1.1; Rw/L1.2; Rt/L1.2		C1.2
What's an NVQ	Hos 1:23–1:24	All units at level 1 and 2 1GEN4.3	Rt/L2.1; Rt/L2.3; Rt/L2.6; Rt/L2.8; Rw/L2.1; Rs/L2.1		C2.2
Evidence for NVQ	Hos 1:25–1:26	1GEN4.3	Wt/L2.4; Wt/L2.2; Rt/L2.1; SLlr/L2.3; Rw/L2.1		C2.2; C2.3

# Skills checklist

Every workplace has its own ways of working. You need to understand what is expected of you and what your job role is. You will be expected to follow many health and safety rules and workplace procedures. It is important to know where to look for this information or who to ask if you need help. Communication and teamwork is very important to all hospitality settings; you need to get on with other people and work together to provide a good service. Getting a qualification such as an NVQ is a good idea as it will help you to get better paid work.



The skills listed in the table below will help you to understand your role in the workplace and to achieve a qualification. Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.

Skills for the work environment	Now	Later
Understanding your role at work		
Understanding workplace policies and procedures		
Finding your way round a staff handbook		
Understanding health and safety information		
Reporting accidents		
Dealing with problems		
Following instructions		
Getting an NVQ		



## PAGES 1:1–1:4

# Information at work

### Occupational setting

From induction to everyday tasks, hospitality staff are required to read and follow information. Reading work information is mentioned throughout the standards in the form of product knowledge, following work procedures and customer care. However, this theme has been directed mainly at standard 2GEN1, which is about promoting and supporting your organisation.

This focus page introduces reading strategies for navigating and accessing information presented in different formats. It can be used at the beginning of the module as an introduction to some of the different types of layout and format or at the end of the module as a summary of the reading skills covered in the module.

### Materials

Examples of different types of everyday work information, such as diagrams, organisation charts, flow charts, staff handbook, induction materials, simple forms, tables of information, etc.

Contents page from staff handbook, organisation chart, Conference function sheet – Conglemere Hotel, Lunch menu extract and Daily rota from the Source material (0:01–0:05)

### Learning outcomes

- 1 To understand that layout and format of text often varies according to purpose (focus page, Tasks 1–3)
- 2 To understand how format or organisational features of text help you to find information (focus page, Tasks 2 and 3)

### Introduction

- Ask learners to look at a range of reading materials that they come across at work. These might be report forms, induction materials, fire notices, menus, policies and so on. Ask what sort of information they can find. This might include safety information, instructions, advice,

descriptions and so on. List these on the board in tabular format. Are there any differences in the ways in which certain information is presented? Elicit the different formats and add them to the table (e.g. numbered lists, bullet points, graphs, tables, leaflets).

- Draw attention to other features that might not be mentioned, such as capital letters, bold text, symbols, etc. Point out that these are used to signpost information and to help us find our way around.

### Focus page

- Use the texts on the focus page to illustrate further how format and layout are used for different information. Explain what is meant by layout – the layout gives you an impression of the way the whole thing is laid out at a glance. Layout is usually the first clue we are given about what to expect from the contents: *What tells you at a glance that you are looking at the sports page of the newspaper and not the TV guide?* (pictures, large headlines, table of results, continuous text from reporter)
- Check that learners understand the use of formats, such as titles, subheadings, bullets and numbering. *Can you tell me the two subheadings that are used on the Conglemere Hotel lunch menu?*
- Go through the information about the purpose of the different types of layout (e.g. what information they give you) and ways to read (navigate) your way round them to find information quickly.
- Ask learners to pick out anything they find confusing about the layout or format. Discuss their queries in detail. For example, learners might not have come across the symbols for vegetarian and nuts used in the menu.
- Spend time on the table, pointing out that it is a rota for pre-service jobs. The letters stand for different waiters and the numbers stand for different jobs. The column on the right tells you the numbers of the jobs. It acts as a key. Explain that, for example, it is waiter A's job to do the menus on 1st August, waiter B's on the

10th August and waiter C's on 8th August. Make sure learners understand the principle of how to extract information from this rota. (Note: make sure you ask different questions from those on the task page.)

- Explain to learners that they will be using the full-sized versions of these documents to put their reading skills into practice in the task page.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	2GEN1	
Rt/L2.6		
Rt/L2.7		

### Task 1

Use layout to track down documents

Rt/L2.6

Rt/L2.7

- Tasks 1 and 2 can be delivered at the beginning, halfway through, or at the end of the module. It is important to take into account the reading level and learning styles of the learners. For example, some learners appreciate seeing the 'whole picture' first as these tasks demand, whereas others prefer to build up to the task in smaller stages by tackling the later tasks first.
- Remind learners that the layout or format often gives a clue to purpose and contents.
- In order to find the information they need, learners will have to think about the way they expect the information to be presented (e.g. if they need a page number, they will be looking for an index or contents layout).
- Advise learners to refer to the focus page for a reminder of layouts and the information they give.
- It might be worthwhile doing the first task as a whole group to give learners the idea. 'Model' skimming to select the chosen text; scanning down the contents for a particular topic, using a finger to illustrate the process and talking aloud as you go, saying the word you are looking for; and finally reading in detail to extract the relevant information.

#### If the learner has difficulty

- Use the focus page as a guide and a hint for the learners about the sorts of documents they are searching for.

- Take each question one by one and ask leading questions: *Where do you think you will find this information? Would you find this information in a staff rota? Where do you look in a book to find a particular topic? Which of the examples on the focus page do you think is most likely to give this sort of information?*
- Do one together and observe how the learner goes about the task. If reading skills are below Entry 3, the learner will require additional support.

#### Extension

Ask learners to identify further documents from the Source material where they might find the following information:

- the selection of house wine that can be ordered
- workers' responsibilities for health and safety at work according to the law
- the duties of a barman or barmaid
- instructions for operating a fire extinguisher
- where all the different rooms in the Chain Hotel and Conference Centre are.

### Task 2

Use format to find information from documents

Rt/L1.4

Rt/L2.6

Rt/L2.7

- This task relies on learners having correctly identified the pages of information from the Source material in Task 1.
- Emphasise that learners will find the answers in the different documents, not just in one.
- Remind learners that they can save time by using the format to track down information quickly rather than having to read it all (e.g. skimming for the correct document, scanning for a key word or section, and then reading the relevant part carefully).
- Again, it might help to do the first question as a whole group to illustrate how quickly the answer can be found. This will help learners not to feel intimidated by the amount of reading/information required.

#### If the learner has difficulty

- Guide the learner to approach the questions in a methodical way. Ask questions to help: *Which of these documents will tell you most about food? Where is this symbol on the menu? Can you find any clues in the foods that this symbol is next to?* (Key words 'chestnut', 'nut' and 'nutty'.)

- The learner may need particular support with the numbers and key in the rota.
- Keep emphasising how to use format to find answers quickly and without having to read the whole document.
- If need be, reduce the demands of the task by selecting one document and asking simple questions about it, building up to questions about two selected documents.

#### **Extension**

- Ask further questions on the extracted materials or get learners to devise quiz-style questions based on the materials for each other to look up.
- Do the same with other Source material.

### **Task 3**

Use format and key words to find information from work-based written information

Rt/L1.4

Rt/L2.6

Rt/L2.7

- Remind learners that the layout or format of pages often gives a clue to their purpose and contents.
- Ask learners to look at both pages and explain that each box represents an extract from the sort of written documents they might come across at work.
- In order to find the information they need for each question, learners will have to think about the way they expect the information to be presented (e.g. if they need a page number, they will be looking for an index or contents layout).
- Once they have found the correct extract, they can then read in more detail.

#### **If the learner has difficulty**

- For this task learners need to appreciate that texts with different purposes have different formats. Check understanding using direct questions about format, using examples from other work materials or the Source material, for example: contents are always in lists with page numbers, safety information often includes symbols, organisations charts are set out in boxes with linking lines, and so on.

- You may need to explain terminology such as 'accordion folds'. The learner may need support to understand the connection between this term used in the third instruction and the diagrams shown in the extract on napkin folding.
- It is more important at this stage that learners can find the correct type of information by using format, headings and layout. They can then be supported to extract the information they need, which requires careful reading. Tackle each question one by one, reminding learners that the extracts they need are on both pages.
- Once the correct text has been found, cover up the other texts to reduce distraction. 'Model' the process of finding the information required by talking aloud as you search and read. NB: some learners have few or even no strategies for finding information efficiently. The weaker their reading skills, the fewer strategies they have. Many will resort to reading every word because they find it hard to know which words are important – words assume equal importance if you cannot read well. If it helps, highlight the key words.

#### **Extension**

Ask learners to set a quiz based on a workshop manual with which they are familiar. Other members of the group can then answer questions.

### **Theme assessment**

Ask learners to find examples of the following text types from their own place of work:

- table
- list
- instructions
- diagram
- chart
- contents list
- form
- checklist.

# Information at work

Focus

At work you will come across lots of different types of information. You can get an idea of what the information is about by the look of the page layout. You can use the format to find the particular information you need, without having to read it all! Knowing what you are looking for also helps.

The particular style of layout used in different documents is called the **format**.

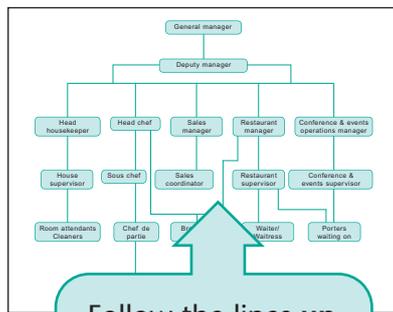
This might include:

- contents
- graphics
- headings
- instructions
- lists
- tables
- diagrams
- boxes.

STAFF HANDBOOK	
Contents	Page
Company history	1
Organisation chart	5
Company regulations	8
Staff policies	10
Salaries	11
Annual leave	12
Maternity	14
Leave of absence	15

Contents pages tell you the main subjects in a book and on which page to find them.

Scan **down** ↓ the list to find the section you want then read **across** → to find the page number.



Follow the lines **up**, **down** or **across**.

Organisation charts tell you how and where ideas or things are linked together.

CONGLEMERE HOTEL CONFERENCE FUNCTION SHEET	
TITLE: Land Services Ltd	EVENT DATE: 22nd May
TYPE: Meeting	VENUE: Salsbury Suite
ORGANISER: Calista Mohamed	ACCOUNT: Land Services Ltd
HOTEL CONTACT: Martin Perry	DEPOSIT: 50% deposit in advance
<b>Room layout</b> Boardroom x 12 Tea & coffee service	<b>Additional information</b> Kamp required for disabled guests.
<b>Audio visual</b> Equipment required: Flora and paper	<b>Billing information</b> Room 12 per hour 10 per hour Booked by: Monday 18th May Room Hire @ £50.00

Look at how the information is divided into particular **sections**. Use the **subheadings** to help you find your way around the information.

Forms are used for all sorts of reasons. This function sheet is a kind of form. It gives you instructions and information about events that have been booked in particular rooms.

Conglemere Hotel LUNCH MENU	
<b>Sandwiches*</b>	
Beef and horseradish	\$4.50
V Cheese and pickle	\$3.50
V Cheese	\$3.50
Egg mayonnaise	\$4.00
Turkey & chestnut stuffing	\$4.00
Chicken and bacon	\$4.50
BLT	\$4.50
Seafood	\$4.50
*All served with chips and side salad	
<b>Buffet lunch</b> Omelette Lorraine V Vegetable omelette Ham and cheese pizza V Fries V Nuts	<b>Working Lunch</b> Choose 4 items from the list for £4.50 per person

Tables are organised in **rows** and **columns**. Track across → the rows and **up** or **down** ↓ the columns to match up the information.

Menus give information about the food on sale, including prices, special offers and some consumer or health information, for example which items are suitable for vegetarians.

Menus might also include:

- pictures
- descriptions of the dishes
- dietary information.

Daily rota - pre-service duties											
Walker	1:00-5	2:00-5	3:00-5	4:00-5	5:00-5	6:00-5	7:00-5	8:00-5	9:00-5	10:00-5	Task no.
A	1	2	3	4	5	6	7	8	9	1	1 Menu
B	2	3	4	5	6	7	8	9	1	2	2 Hot plate
C	3	4	5	6	7	8	9	1	2	3	3 Sideboard
D	4	5	6	7	8	9	1	2	3	4	4 Accompaniments
E	5	6	7	8	9	1	2	3	4	5	5 Silver
F	6	7	8	9	1	2	3	4	5	6	6 Dispense bar
G	7	8	9	1	2	3	4	5	6	7	7 Linen
H	8	9	1	2	3	4	5	6	7	8	8 Restaurant cleaning
I	9	1	2	3	4	5	6	7	8	9	9 Check off

Tables are used for organising a lot of similar information in a way that is quick to follow. This daily job rota is in a table form. It tells waiters which job they have to do on which day.

# Information at work

**Task**

## Task 1

Find the pages of information in the Source material that you need to find out the following:

- 1 the information contained in the staff handbook
- 2 who is in charge of waiters and waitresses
- 3 details about a booked meeting, including the menu required
- 4 the sandwiches that are available and the prices
- 5 the pre-service jobs that each waiter is responsible for over a ten-day period.

## Task 2

Use the five pages of the Source material you found for Task 1 to answer the following questions.

- 1 What does the symbol **V** mean? Circle your answer.  
very expensive    suitable for vegetarians    good value
- 2 What does the symbol **N** mean? Circle your answer.  
not available    contains nuts    nice food
- 3 What information is on the following pages of the staff handbook?
  - a Page 35
  - b Page 21
  - c Page 11
  - d Page 5
- 4 Which two supervisors are in charge of the Porters waiting on?
- 5 In which venue is the booked meeting taking place?
- 6 How many people has the meeting been booked for?
- 7 What is waiter C responsible for on 5 August?
- 8 Which waiter has the job of cleaning the restaurant on 2 August?

**Tip**

Use the layout to help you choose the correct pages.

**Tips**

- Use the general layout to select the page that will give you the sort of information you need.
- Find the precise information by using the format.

# Information at work

## Task

### Task 3

Use the extracts on this page and page 1:4 to answer the questions on the two pages.

- 1 What fire safety checks are done every week?
- 2 Which salad is suitable for vegetarians but not for people with nut allergies?
- 3 You want to find out what to do about keeping guests' valuables safe. Which page number will you go to?
- 4 You are not sure how to make accordion folds in a napkin. Which diagram shows you this?
- 5 Who is the restaurant manager directly in charge of?
- 6 What is the bullet-pointed checklist about?

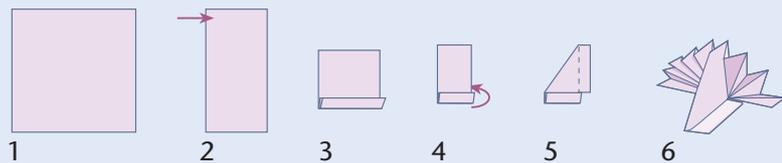
**To gain product knowledge, all personnel must have:**

- stayed overnight and had dinner in the restaurant, as a hotel guest
- visited the different types of rooms in the hotel on a regular basis
- had a look at the set up of the conference rooms
- had a look at the set up of the function room for a wedding and for special promotions.

#### CONTENTS

Telephone standards	3
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• Bomb threats	28
• Safe custody	31
• Electrical	35
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#### Napkin folding – Lady Windermere's fan



1. Lay napkin out flat.
2. Fold in half lengthways, taking left edge over right.
3. Make 2 cm accordion folds starting at the bottom and going up about two thirds of the napkin.
4. Fold right side in half underneath.
5. Fold top-left hand corner down diagonally and then fold the overlap under to make the 'stand'.
6. Place napkin on table and release to fall into the fan shape.

#### CONGLEMERE HOTEL CONFERENCE FUNCTION SHEET

**TITLE:** Brams AODS

**TYPE:** Conference

**ORGANISER:** Abi Hales

**HOTEL CONTACT:** Steve Hope

**EVENT DATE:** Saturday 16th August

**VENUE:** Garbot Suite

**ACCOUNT:** Brams AODS

**DEPOSIT:** 100% deposit in advance

##### Room layout

Boardroom 25  
Tea & coffee buffet

##### Audio visual

Equipment required: TV and video

##### Additional information

Any additional tea and coffee to be ordered on the day

##### Billing information

Numbers: 25 pax

# Information at work

**Task**

- 7 What are you warned not to do when handling a container of boiling water?
- 8 What age must children be to get their meal free on the special offer?
- 9 What is the second thing you should do when making a fan-shaped napkin?
- 10 What audio visual equipment is required for the function?
- 11 On which page number will you find information about bomb threats?
- 12 How much does the prawn mayonnaise baguette cost?



## WARNING

**Avoid injury!**  
**Contains boiling water**  
**Risk of scalding**

- ✗ Do not touch with bare hands.
- ✓ Move by handles only.
- ✗ Do not overfill.
- ✓ Check that the cap is on correctly.
- ✓ Press gently to let the stream of boiling water out gradually.

FIRE SAFETY CHECKS		
Regularity	Checks	Person responsible
Daily	Fire exits	All staff
Weekly	Fire alarms in rooms	H&S Officer/ Maintenance
Monthly	Electrical appliances	Maintenance department
Half yearly	External fire stairs	Manager and H&S Officer
Yearly	Fire fighting equipment	Fire service representative

## Conglomerate Bar & Restaurant SNACK BAR MENU

### Baguettes

- Tuna mayonnaise £3.99
- ✓ Feta cheese & grape £3.99
- Chicken tikka £4.25
- N Turkey & stuffing £4.50
- Prawn mayonnaise £4.50

May madness offer - children eat free!\*

### House speciality salads - all at £6.99!

- ✓ Ploughman's Caesar anchovies, lettuce, croutons
- ✓ N Waldorf apple, celery & walnuts
- ✓ Green salad
- Chicken & bacon bowl

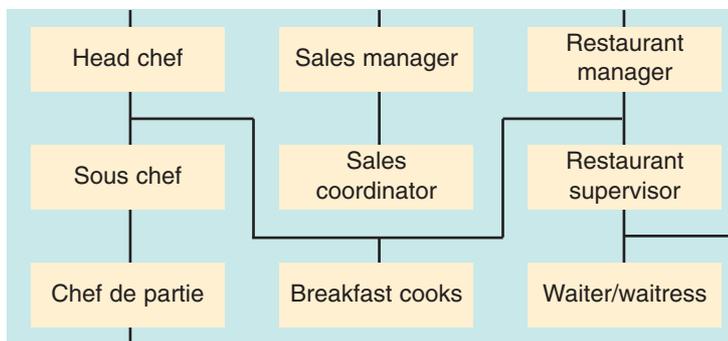
Salads are our speciality!

### Something savoury

- Breaded scampi £7.50
- Breaded plaice £7.50
- Flame fried beefburger £6.50
- ✓ Omelette (Spanish, cheese, mushroom) £5.95
- Pork and onion sausages £5.95
- ✓ Spinach & ricotta tortellini £6.95
- Grilled 6oz rib steak £8.95

All served with a choice of French fries or jacket potatoes, and vegetables or green side salad and coleslaw.

\*Offer applies to children aged 9 or under and applies only to children's portions of food from the lunch menu. Offer starts 1st May and ends 31st May.



## PAGES 1:5–1:6

# Health and safety information

## Occupational setting

Policies, like procedures, are written to ensure that all workers and their employers are working together to a common set of standards. Many policies are written and required by law (e.g. Health and Safety Law). This theme develops the reading skills (e.g. using format, skimming, scanning) required to read and understand some of these important documents.

## Materials

Health and Safety Law poster from the Source material (0:06)

Range of other workplace policies, some made into overhead transparencies (OHTs)

Overhead projector (OHP)

## Learning outcomes

- 1 To identify the purpose and gist of a policy by skim reading main features like headings and titles (focus page, Task 2)
- 2 To find relevant parts of a policy by scan reading for particular words (focus page, Tasks 1–3)

## Introduction

- Write 'procedure' and 'policy' on the board/flipchart and discuss the difference between the two. If discussion is slow, show learners the Health and Safety Law poster and an example of a procedure and ask them what they feel is the difference. (Procedures may be devised and written in-house and describe general everyday working practices, e.g. fire and emergency, smoking. Policies are generally led by legislation, e.g. Health and Safety Law, Safe Lifting, Respect for Diversity/Equal Opportunities.)
- Point out that finding a particular policy often means searching through many sheets of similar-looking text. Flash at least four different policies onto the OHP, one at a time, and ask learners to tell you which one showed a policy on, for example, eating and drinking at work.

- Ask learners what helped them to decide on the right policy. (The answer should be the title/headings and a few key words that drew their eyes around and down the page. This is called skimming and is used to decide what the text is about and whether or not to read it.)
- Using one policy from your prepared OHTs, ask learners how many times they can spot a given word. If appropriate, highlight these words to check.
- Point out that once you have decided on a particular policy to read, you use scanning skills to spot all the references to it. This research skill is often used in searching the Internet.

## Focus page

- Refer learners to the focus page and summarise the points about the reading strategies used to find relevant information. Reinforce the idea that the world is full of written information and that it is impossible to read everything, so choices have to be made. We 'sift' information by skimming the text for relevance and gist (Is it about the topic I'm interested in? Is it worth going on to read this?). Then we scan it for particular information.
- Note that many learners, including those who are dyslexic, may need a lot of practice in this skill. Looking for information on a website is a good example of where we use these reading skills:
  - First you have a quick look at – skim read – the front (home) page to see if it's interesting or relevant to you.
  - Then you look quickly – scan – through the sections on this front page and decide where to look next.
  - You repeat this process page by page until you find the information you want to read.
  - Then you read this information carefully.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	1GEN1	C1.2
Rt/L1.4		C2.2
Rt/L1.5		

**Task 1**

Use format to answer questions

Rt/L1.4

Rt/L1.5

Remind learners that to find relevant information in a policy as large and initially daunting as the Health and Safety Law poster, they should use as many visual clues as they can – in other words, the format, which includes coloured sections, bold headings, boxes, etc.

***If the learner has difficulty***

- Dyslexic learners may have problems with the left/right-hand aspect of the questions and may need support with this.
- Talk through the poster as a whole, pointing out different sections and features and discussing it with the learner.
- Ask the learner to read the headings and subheadings.
- Work on the questions together, pointing out the key words, such as 'employee'.
- Ask the learner another question relating to that section.

***Extension***

Ask learners to write down what they consider to be one very important duty of the employer and to say why.

**Task 2**

Skim a particular section of the Health and Safety Law poster to establish its purpose

Rt/L1.2

Rt/L1.5

Remind learners that skimming through the whole section quickly will give them the gist of its contents. Knowing the gist helps a reader to establish the purpose.

***If the learner has difficulty***

Give the learner three sentences, each declaring a different purpose for the final section. The learner can then consider each sentence and decide on the correct one, for example: (1) the purpose of the final section is to tell the employee about their legal duties; (2) the purpose of the final section is to list the publications that give more information about health and safety law; (3) the purpose of the final section is to inform staff that legal representatives can be appointed.

***Extension***

Search the Internet for one of the publications to find out current availability and cost.

**Task 3**

Scan the Health and Safety Law poster and use the format to find information

Rt/L1.4

Rt/L1.5

- Ask learners if they know where the Health and Safety Law poster is located in their own workplace.
- Remind learners that scanning is a quick way of locating information you need. Identify again the use of headings, format and key words when scanning text.
- Explain to learners that scanning will help them to find the information they need without having to read all the text.

***If the learner has difficulty***

- Scanning is an advanced reading strategy and requires practice and confidence. First give the reader time to become familiar with the text. Allow the learner time to look at headings and layout features.
- Check that the learner reads the questions and is clear about what he/she is looking for. Identify and highlight key words from the questions to help the learner.
- Support the learner to scan and match their highlighted words to those on the Health and Safety Law poster, locate the relevant text and then to read it in more detail – reading for or with the learner if necessary.

***Extension***

In pairs or small groups, learners can give each other challenges to locate information from either the Health and Safety Law poster or their own induction materials.

**Theme assessment**

Ask learners to use skimming and scanning skills to research information for an assignment on health and safety in their own workplace (e.g. procedure for evacuating the building).

# Health and safety information

Focus

The policies you are asked to read at work can be long and complicated. Reading strategies can help you to find particular information quickly.

When you read to get the **gist**, or general idea of what something is about, your eyes **skim** across the page. Your eyes often pick out the things that stand out or look different. This is a bit like looking over a crowd to get an idea of age group, sex and number.

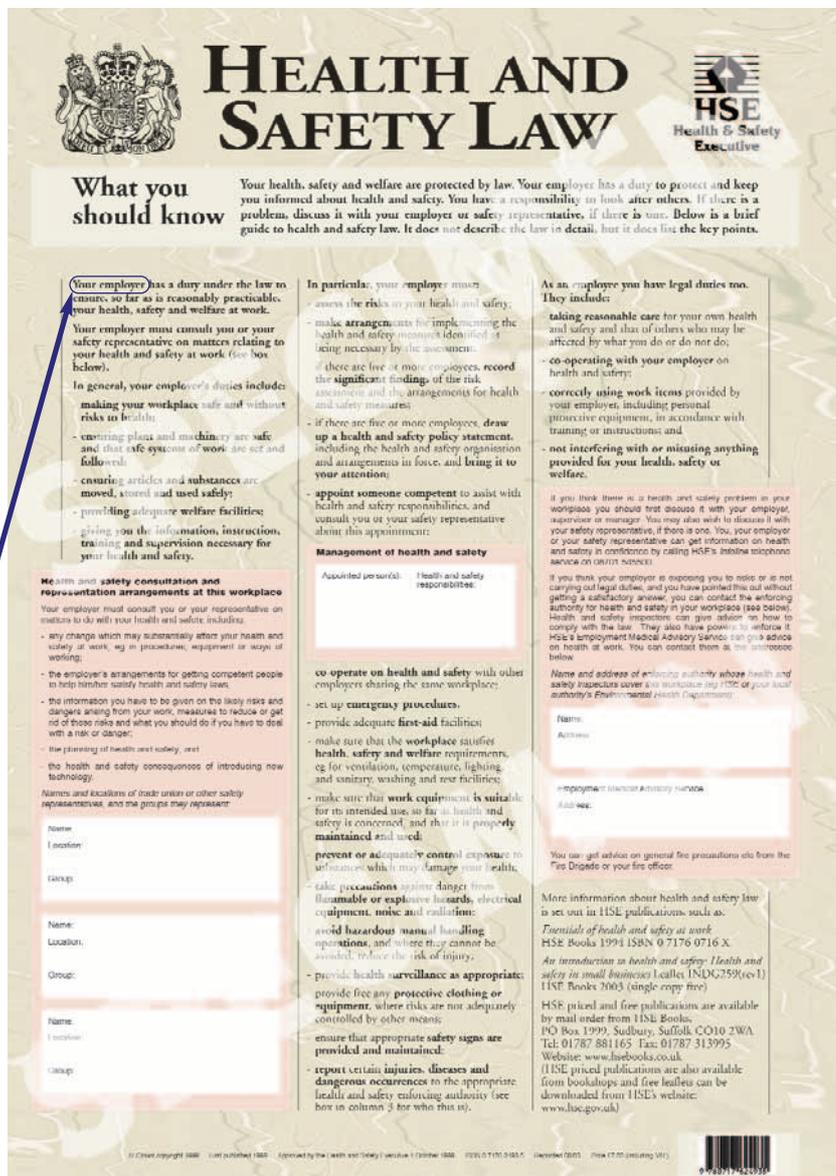
Sometimes you know what sort of information you are looking for. You can search the text quickly for relevant words or phrases. Your eyes move quickly, or **scan**, down the text to pick out the parts you want. This is like looking for your name on a list.

The words you scan for will depend on what you want to know. For example, if you want information on your employer's duties, you would scan the text for related words such as 'employer'.

This helps you to find the part of the text you need to read.

Your eyes might pick out and read:  
**Titles and Subtitles** – dashes  
 • bullet points *italics* **colour**  
**bold words** CAPITAL LETTERS  
underlined words

This helps you get a general idea of the **subject** of the writing.



# Health and safety information

**Task**

## Task 1

Use the Health and Safety Law poster from the Source material to answer the questions. Tick your choices.

- 1 Whereabouts on the poster is the information about your legal duties as an employee?

On the left-hand side      In the middle      On the right-hand side

- 2 Whereabouts on the poster is the information about the legal duties of an employer?

On the left-hand side      In the middle      On the right-hand side

- 3 Where is the space for the name(s) of people appointed to manage health and safety?

On the left-hand side      In the middle      On the right-hand side

**Tip**

Look for key words taken from the question.

## Task 2

What is the purpose of the final section in the bottom right-hand corner of the Health and Safety Law poster?

**Tip**

Read the section quickly to get the gist of what it is about.

## Task 3

Find the Health and Safety Law poster in your own workplace.

- 1 What are the names of the person(s) appointed to manage health and safety in your workplace?
- 2 What are the responsibilities of the appointed person(s)?
- 3 What are the names and locations of trade union or other safety representatives and the groups they represent?

## PAGES 1:7–1:8

## Finding the information you need

## Occupational setting

New employees are often introduced to the company handbook, with all its policies and procedures, when they first arrive at work or during induction. It is generally expected that they access the handbook themselves. This theme helps learners to find and understand the parts of such documents that are most relevant to them.

## Materials

Company handbook, staff handbook or similar document containing a variety of policies and procedures, rules and regulations

Selection of paperbacks, telephone directories and other books with index/contents

## Learning outcomes

- 1 To use text layout and format to locate information (focus page, Task 1)
- 2 To use a variety of reading strategies to access information (focus page, Task 1)
- 3 To recognise the language of instruction and decide what is applicable to them (focus page, Task 1)

## Introduction

- Show each type of staff 'resource' you have gathered. Ask learners to think about each resource and decide which one would give them specific information about their organisation: e.g. *Which of these documents might help if you were being harassed/bullied by another member of staff?*
- Ask the group to work in pairs. Give each pair a 'resource' to look at and give feedback to the rest of the group:
  - name of 'resource'
  - how it is organised (e.g. in alphabetical order, contents page and numbered pages)
  - one useful fact they have found from it.
- Ask learners why they think companies and firms have strict rules and regulations (compliance with Health and Safety Law;

everyone can work to a common set of standards; protects workers' rights; insists on a culture of responsibility; ensures equal opportunities, etc.) Discuss the value of knowing rules and regulations when working in a team.

- Discuss the importance of knowing where to find such information and, most importantly, how to extract the information once the document has been identified. Remind learners of what they have just done in pairs with one work-based resource – find its title, skim and scan it to establish the main features and how it is organised, and extract one fact from it by detailed reading.

## Focus page

- Using the skills discussed above, use the information on the page to work through the stages of finding a particular piece of information in a large manual. Use questions and answers to elicit information such as: What is the title of the manual? Which section deals with security?, etc.
- Discuss numbering, bullet points, headings and subheadings as ways of navigating through a large document. You may need to explain Roman numerals.
- Discuss the language of instructions such as 'always', 'must', 'never', 'must not', 'only', 'if', 'but'. How many different ways are there of saying the same thing? The use of conditional instructions (instructions that start with 'if') can be tricky for ESOL learners and some dyslexic learners. A direct command avoids confusion and lessens the demand put on a person's short-term memory.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.5	2GEN2.1	C2.2
Rt/L1.4	1GEN1.1	
Rt/L1.2	2GEN1.1	
Rw/L1.2		

## Task 1

Scan text to locate information

Rt/L1.5

Rt/L1.4

Rt/L1.2

Rw/L1.2

- Remind learners of skills discussed on the focus page.
- Suggest that learners work systematically through the questions as they follow the strategies for extracting information from a manual or handbook – looking at the title to establish they have the correct document; looking at the contents page and finding the section that applies to them; reading specific information that applies to them in detail, etc.

### *If the learner has difficulty*

- Check the learner's reading skills by asking them to point to the title of the handbook. If this is done without hesitation, then the learner understands the purpose and format of the text. Ask them now to read it out to you. If there is no difficulty doing this, then it may be the size of the task and the writing involved that is causing the difficulty. (If the learner does stumble over the reading, they will need additional support.)
- Work through each question orally and, if necessary, write the answers for the learner to release them from the burden of writing.
- Establish that the difficulty is not with the numbering system. If there are some difficulties with this, then suggest the learner uses a line guide to help in tracking across each instruction on Section 3.8 and give them the opportunity to look more closely at the detail of each Roman numeral.
- ESOL learners will benefit from reading through all the information given and discussing terms such as 'unless' (Section 3.8(ii)) and 'except for' (Section 3.8(x)). It will also be helpful to work on phrases used in rules such as 'not allowed', 'never acceptable', 'if permission given'.

### *Extension*

Ask learners to find information in their own staff handbooks/manuals about two things the employee must do and two things the employee must not do, from a section of their choice.

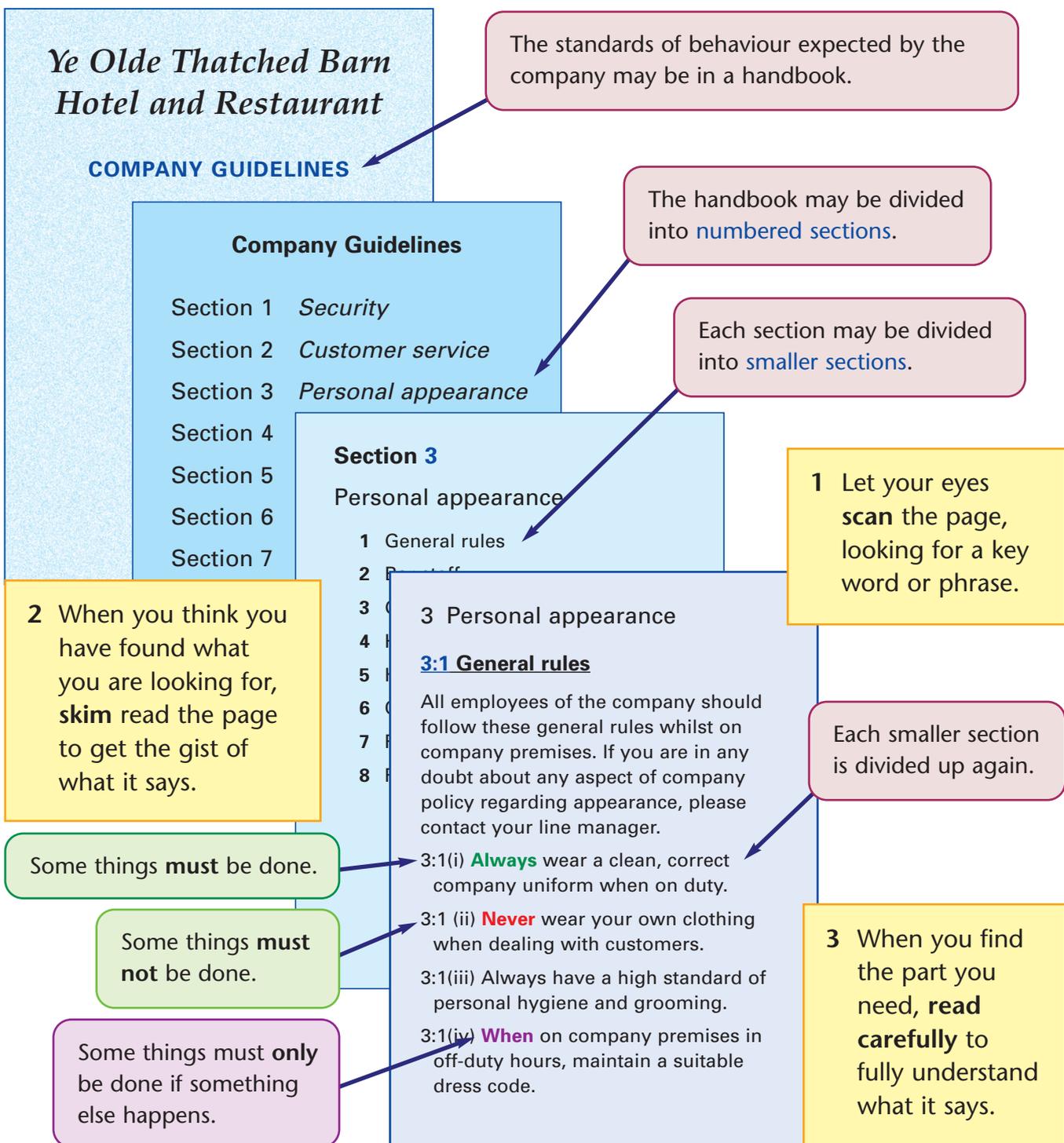
## Theme assessment

Ask learners to use research skills to find appropriate information for an assignment on a workplace issue, where similar numbering systems are used.

# Finding the information you need

Focus

The company you work for will have lots of written information. It is not necessary to read it all at once, but you do need to read the parts that apply to you. Picking out those parts is easier if you look out for the following things:



# Finding the information you need

## Task

### Task 1

Use the skills you have been practising to answer the questions about the information on this page.

- 1 What is the title of this manual?
- 2 Which section deals with customer service?
- 3 How many sections are there in the handbook?
- 4 What information would you find in section 3:7?
- 5 Would office staff look at section 3:3 for information about personal appearance?
- 6 Can restaurant staff wear a wedding band at work?
- 7 Which word in 3:8 (vii) tells you that you must not wear nail varnish?
- 8 What does Section 3:8 (iii) say?
- 9 Under what circumstances are other piercings allowed? Which word tells you that you may not get permission?
- 10 Are white shirts worn to serve breakfast?

## THE LAST RESORT HOTEL Restaurant and Conference Centre

### Staff Handbook

#### Staff Handbook

- Section 1 Security
- Section 2 Customer service
- Section 3 Personal appearance

#### Section 3 Personal appearance

- Section 1
  - Section 2
  - Section 3
  - Section 4
  - Section 5
  - Section 6
  - Section 7
  - Section 8
1. General rules
  2. Bar staff
  3. Gardening staff
  4. Housekeeping staff
  5. Kitchen staff
  6. Office staff
  7. Reception staff
  8. Restaurant staff

### Section 3 Personal appearance

#### 3:8 Restaurant staff

- 3:8 (i) Staff must provide their own black skirt/trousers.
- 3:8 (ii) Skirts must be knee length unless specific permission is granted by the restaurant manager.
- 3:8 (iii) Denim is not allowed.
- 3:8 (iv) Breakfast staff must always wear the green blouse/shirt and apron provided by the company.
- 3:8 (v) Lunch and dinner staff must always wear the white shirt/blouse and apron provided by the company.
- 3:8 (vi) Staff are responsible for the laundry and repair of uniforms provided by the company. Unclean uniform is never acceptable.
- 3:8 (vii) Fingernails must be kept short. Never wear nail varnish.
- 3:8 (viii) Small stud earrings are allowed. Other piercings are allowed if permission is given by the restaurant manager.
- 3:8 (ix) Hair must be neat and clean. Long hair must be tied back.
- 3:8 (x) Never wear rings except for a plain wedding band.

## PAGES 1:9–1:10

## Following instructions

## Occupational setting

Everybody working in hospitality is part of a team and as such has a role to play and a person to whom she or he is responsible. Knowing what you are responsible for is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text. This theme develops some of the reading skills required to read and understand job descriptions.

## Materials

Examples of job descriptions and contracts from the work setting or Source material

Job description and Contract of employment from the Source material (0:07 and 0:08)

Dictionaries

## Learning outcomes

- 1 To work out the meaning of unfamiliar words (focus page)
- 2 To recognise imperatives (focus page, Task 1)
- 3 To use detailed reading techniques to obtain specific information (focus page, Task 2)
- 4 To use different strategies to aid understanding (focus page, Task 3)

## Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how people from outside the company work together as part of a wider team.
- Discuss documents such as contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these difficult, but it is important to understand them as they affect your work.
- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

## Focus page

- Draw attention to the particular reasons for understanding contracts and job descriptions, using the focus page. Offer strategies for improving understanding.
  - **Identify difficult words and use context, glossary, dictionary, colleagues, to guess and check meaning** – practise using examples from workplace texts. For example: *In the Job description, can you work out what 'acknowledge' means from the rest of the sentence? Find the meaning of the word 'beverage' in a dictionary.*
  - **Use wording to identify instructions, especially imperatives.** Ask learners to name the action performed using an imperative (e.g. sit, stand, write, read). Look at the worked examples on the focus page (imperatives are highlighted). Understanding the imperatives tells you how many instructions there are in a sentence (e.g. item b) in the job description). Identify imperatives in another set of instructions or job description.
  - **Scan a text to identify the parts that are relevant.** Relate this to scanning the Health and Safety Law poster for what the employer must do and what the employee must do. Stress that it is not always necessary to read every word of a document, just the bits that apply to you.
  - **Reword difficult text.** Ask learners to explain sentences from a workplace document in their own words to a colleague. Does this help to make it clearer?
  - **Explain how a flow chart works.** Ask learners to identify the immediate line managers of certain employees. Discuss lines of communication within the learners' own work settings.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	1GEN4	C2.2
Rw/L2.1		
Rw/L2.2		
Rw/L2.3		
Rt/L2.3		
Rt/L2.7		

### Task 1

Use a variety of strategies to find out the meaning of words and recognise imperatives

Rt/L2.1

Rw/L2.1

Rw/L2.2

Rw/L2.3

- Remind learners that unfamiliar words can make a piece of text difficult to understand. Reflect on the strategies discussed earlier that can be used to find the meaning of these words.
- Make sure learners each have a copy of the Job description from the Source material.

#### *If the learner has difficulty*

- Help learners to familiarise themselves with the text. Point out the titles and headings and make sure these are understood first. Talk about the contents under each heading.
- Take one word at a time and put it into a phrase to give it context. Highlight the word that needs to be interpreted and support the learner to read the whole sentence. Can they predict the meaning from the text around it? Check their definition using the glossary or dictionary. Substitute another word to replace the word in the question. Read the sentence again to ensure that it makes sense. If ESOL learners are unclear about the phrasing of the questions using 'you must' (which is obligatory), this should be explained and discussed.

#### *Extension*

Ask learners to highlight other words that they perceive to be difficult. Ask them to construct a word search or crossword using their own definition as a clue.

### Task 2

Read a text using detailed reading strategies to obtain specific information

Rt/L2.7

- Discuss with learners that knowing rights and responsibilities at work can lead to a clearer understanding of their role in the team and that on some occasions it is vital to have a complete understanding of what has been read.
- Reading in detail is a skill that must be practised in order to gain complete understanding of important documents. Complex texts may need to be read several times, sentence by sentence.
- Remind learners of the techniques of skimming, scanning and detailed reading practised elsewhere.

#### *If the learner has difficulty*

- Refer to *Skills for Life* materials for extra reading activities.
- A clear understanding of what each question is asking is important. Work on identifying the key words in each question. Does this help to locate the correct part of the Contract of Employment?
- Work with the learner to read and understand the text, sentence by sentence. Explain complex language.

#### *Extension*

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on other workplace documents.

### Task 3

Put text into own words to clarify understanding

Rw/L2.3

Wt/L1.2

- Discuss with learners that rights and responsibilities at work can lead to a clearer understanding of their role in the team.
- Putting text into your own words can clarify understanding. You can do this by explaining something to a colleague (e.g. 'The holiday year runs from ...' means that 'The year starts counting from ... and your holidays are based on this year.').
- Learners should rehearse their versions and make notes before sharing them with colleagues. An agreed version of the text should be written up for all to share. Check that this covers all the points in the text.

- Words such as ‘in lieu’ may be understood by using context clues.
- This might be a useful opportunity to talk about holiday entitlement.

#### *If the learner has difficulty*

- This text involves complex, legally expressed information and learners may need support to understand the detail, particularly terms such as ‘pro rata’. Take each point separately.
- Learners should practise explaining other work instructions in their own words.
- Discuss other strategies for understanding this kind of document (e.g. asking someone else who can explain the information clearly and accurately).

#### *Extension*

Learners can write their own rewording for other learners to read.

## Theme assessment

Ask learners to reword another important workplace document for colleagues and conduct a question-and-answer session about it.

# Following instructions

Focus

In the hospitality industry, you work as part of a team. It is important that you know:

- what **your** duties are
- what the duties of **other** members of the team are
- who **you** should report to.

The Contract of Employment sets out your rights and responsibilities at work.

- Read a contract in detail before you sign it.
- Check anything you're not sure about.
- Try to guess the meaning of an unfamiliar word by reading the words around it.
- Check the meaning in a glossary or dictionary, or ask a colleague.

## Ye Olde Thatched Barn Hotel Restaurant and Conference Centre

### Contract of employment

NAME: \_\_\_\_\_ HOURLY RATE OF PAY: \_\_\_\_\_  
 POSITION: \_\_\_\_\_ HOURS OF DUTY: \_\_\_\_\_  
 DATE OF COMMENCEMENT: \_\_\_\_\_

JOB DESCRIPTION: All Employees are given a written Job Description which **MUST** be read and understood before completion of this Contract. Acceptance of this Contract is acceptance of the duties as described.

This Contract is issued following the completion of the Induction and Probation period. When appointment has been confirmed, four weeks' notice, in writing, will be required.

Pay during holidays will be at your basic rate. If you leave your employment under normal circumstances, you will receive payment in lieu of any holiday earned but not taken in the current year. If holiday has been taken in excess of entitlement to the date of leaving, the excess will be deducted from your final payment of wages.

Check that you understand what your responsibilities are by:

- putting what you have read into your own words
- explaining what you have read to a colleague to see if it makes sense.

**These words** say what must be done by the barman/barmaid.

### Job description

POSITION: Barman/Barmaid  
 RESPONSIBLE TO: Bar Manager  
 RANK: Barman/Barmaid

#### OVERALL RESPONSIBILITIES:

- To serve customers in an efficient and friendly manner
- To maximise sales and undertake duties regarding the care and control of stock
- To work in a safe, hygienic manner
- To follow licensing laws
- To maintain a high standard of personal appearance and hygiene

#### RESPONSIBILITIES

##### 1. General duties

- **Set up** bar area.
- **Stock** shelves.
- **Stock** refrigerators.
- **Prepare** drinks, including coffee, and **dispense** wines.
- **Prepare** garnishes.
- **Serve** drinks.
- **Take** payment.
- **Clear** tables.
- **Wash** glasses.

##### 3. Payment procedures

- Implement Till Drill Standards in accordance with Company Policy.
- Carry out all other methods of payment in accordance with Company procedure.
- Assist with cashing-up as required.

##### 4. Stock control

- Ensure that shelves are well stocked and stock from cellar as required.
- Clean fixtures and stock and maintain in pristine condition.
- Book in, price and return stock to cellar as required by the Bar Manager, in accordance with Company procedure.
- Carry out stock counts and place orders as required.

There may be **more than one** instruction in a sentence.

This job description shows what a bar manager must do.

- OVERALL RESPONSIBILITIES:
- **Be** responsible for the daily running of the bar areas.
  - **Assist** and **guide** other staff in their duties and **give training** where appropriate

## Thatched Barn Hotel Restaurant and Conference Centre

### Job description

POSITION: Bar manager  
 RESPONSIBLE TO: Food and Beverage Manager  
 RANK: \_\_\_\_\_

# Following instructions

## Task

### Task 1

Read the Job description from the Source material and answer the questions.

- 1 What are the meanings of these words or phrases?  
a acknowledge    b in accordance with    c pristine
- 2 Which word means 'to put into practice'?
- 3 In section 5 (Security of merchandise), which three words tell you what must be done?

### Task 2

Read the Contract of employment from the Source material. Decide whether the following statements are true or false.

- |  |              |
|--|--------------|
| 1 You must read a job description before you sign the contract of employment.    | True / False |
| 2 You must give four weeks' notice.  | True / False |
| 3 You must provide a medical certificate if you are sick for more than six days. | True / False |
| 4 You do not need to wash your own uniform.                                      | True / False |
| 5 You must take part in training.  | True / False |
| 6 You can only smoke in certain areas.   | True / False |
| 7 You are allowed to smoke on duty.  | True / False |
| 8 You must sign the contract even if you do not understand it.                   | True / False |

### Task 3

Read this information from an employment contract. Explain each sentence in your own words.

#### Tip

Putting things into your own words or explaining them to a colleague can help you to understand what you have read.

#### HOLIDAY ENTITLEMENT (Part-time workers)

The holiday year runs from 1st November to 31st October. Your leave entitlement is \_\_\_\_ hours per year (pro rata in the year in which you commence employment). Unused leave cannot be carried forward to the following year.

If you leave your employment under normal circumstances you will receive payment in lieu of any holiday earned but not taken during the current holiday year. If holiday has been taken in excess of entitlement to the date of leaving the excess will be deducted from your final payment of wages.

## PAGES 1:11–1:12

## The staff handbook

## Occupational setting

New employees receive a lot of information during the induction period of their employment. This applies particularly to learners working in large organisations. Reading and understanding this complicated information can be a problem. This theme highlights some reading techniques that can be used to access the information.

## Materials

Staff manual, job descriptions, induction pack, policies, procedures, etc. from workplace, including staff organisation charts or flow charts – some made into OHTs

Sick pay scheme from the Source material (0:09)

Highlighter pens

## Learning outcomes

- 1 To use a range of reading techniques, including scanning and detailed reading to find information and read difficult text (focus page, Tasks 1–3)

## Introduction

- Ask learners *What is the purpose of induction?* Have they been given induction materials at work or at college? Establish what sort of information is included in these documents and the importance of understanding it. Have learners had problems understanding it?
- Investigate learners' existing strategies for dealing with such texts and acknowledge the value of them if success is achieved.
- Stress the need for understanding to ensure that correct responsibilities are taken and that their own rights are protected.
- Establish with learners that they tackle different reading activities in different ways depending on the task: scanning for finding a telephone number; skimming to get the gist of a review of a film; detailed reading to be sure of the details of a job contract.

## Focus page

- Use the focus page to work through the different techniques that would be involved in finding specific information and reading it. These include: scanning a list of contents; getting the gist of a piece of text; reading in detail; finding the meaning of unfamiliar words.
- Practise each skill on the focus page and reinforce with further practice, using Source material or workplace materials. These can be exemplified on prepared OHTs of induction materials. Use an organisation chart or other format to demonstrate how the same skills can be used in other contexts.
- As a group, identify unknown words and check that learners have strategies for understanding these. Put the words in relevant phrases to support understanding. Learners are often reluctant to admit that they do not understand words; ask questions to check understanding. Don't assume that learners can or will look up words. Introduce other strategies for finding the meaning of unknown words.
- Reinforce the idea that the world is full of written material and that it is impossible to read everything, so choices have to be made. We sift information by looking for the gist, using contents pages and scanning for particular information. Only then do we read carefully for understanding. Get learners to ask themselves: *What do I need to know? How am I going to find out?*

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.1	1GEN4	C1.2
Rw/L1.2		
Rt/L1.4		
Rt/L1.5		
Rt/L2.7		
Rt/L2.8		

## Task 1

Scan text to locate information

Rt/L1.5

Rt/L2.7

- Make sure learners each have a copy of the Sick pay scheme from the Source material.
- Remind learners that they do not need to read the whole document in order to extract the information they need.
- Point out that the highlighted words on the task page will help them to locate information quickly.

### *If the learner has difficulty*

- Scanning is an advanced reading strategy and requires practice and confidence. First, identify with learners the purpose and general nature of the text they are looking at by asking direct questions. Allow the learners time to look at headings and layout features.
- Check that learners read the questions and are clear about what they are looking for.
- Support them to scan for the highlighted words, locate the relevant text and then read it in more detail. Use this supported model for each question, withdrawing support as learners gain confidence.
- Terminology used in this document provides a useful focus for discussion for ESOL learners (e.g. 'entitled to', 'commences', 'at the discretion of', 'fails to', etc.). 'Fails to' is especially important as it has a negative meaning but is not in a negative form.

### *Extension*

Learners will benefit from plenty of practice at scanning text for information. Give learners additional texts to practise with, or ask them to use their own induction materials. In pairs or small groups, learners can challenge each other to locate information.

## Task 2

Find the meaning of words using a dictionary or glossary

Rw/L1.1

Rw/L1.2

- Point out to learners that customers are likely to need you to interpret technical or specialised words found on labels.

- Check that learners are able to use the glossary or have other strategies to interpret unfamiliar words.
- Remind learners that definitions or explanations of words should be in language that they understand.

### *If the learner has difficulty*

- Support learners to look up words using alphabetical order and to interpret meanings in their own words. Encourage them to use other strategies, such as prediction and asking colleagues.
- Encourage learners to keep a personal bank of words and phrases in their folder or notebook.

### *Extension*

In pairs, ask learners to test each other by giving words that are job specific or technical for their partner to explain in simple terms. This could be conducted as a 'Call my bluff' game – giving three alternative meanings of the word, only one of which is correct.

## Task 3

Put text into own words to clarify understanding

Rt/L2.7

Rt/L2.8

Rw/L1.1

Rw/L1.2

- Discuss with learners that written information and guidelines used in many areas at work, such as health and safety and induction, can appear complex and difficult to understand.
- Reflect on the problems of understanding the language used in policies and procedures and discuss strategies learners can use, such as breaking text into chunks, looking up words, reading text aloud, getting the main idea, asking others.
- Ask learners to work collaboratively on the text given in order to understand the gist and identify the key points.

### *If the learner has difficulty*

- Support learners to read through the whole text and talk about the gist. Highlight words that will help identify key points.
- Take each point separately. Read it aloud together. Verbalising can further aid comprehension.

- Words such as ‘responsible’ and ‘repaid’ can be understood by using the context or by looking them up.
- For learners with dyslexia or other language difficulties, cut out the key points from the passage or put them on cards for learners to work on more simply. Learners not at this level should be given additional support and can also be referred to *Skills for Life* materials for extra work on reading.
- Discussion about the text can be structured:
  1. What is the main message here? Try to say it in a sentence.
  2. Are there any details that must be included? Add this to the main message.
  3. Check through. Have you included everything that is needed?

### **Extension**

Repeat the activity using other workplace documents.

## **Theme assessment**

Set a task, using similar material, that uses these skills (scanning to locate information, looking up words, rewording text). Learners could develop sets of questions in groups and set these as a challenge to other groups.

# The staff handbook

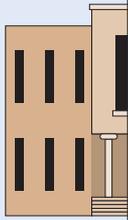
**Focus**

## Chain hotels

### STAFF HANDBOOK

Name: .....

Date: .....



#### Contents

#### Page

Company policy	1
Company regulations	2
Staff policy	4
Salaries and method of payment	6
Annual/public holidays	7
Maternity leave and pay	8
Leave of absence	10
Sick pay scheme	12
Pension scheme	15
<b>Disciplinary procedure</b>	<b>18</b>
Grievance procedure	26
Health and safety	30

The staff manual or handbook contains all the information about **policies** and **procedures** of the company you work for.

- **Policies** tell you about the rules for the company.
- **Procedures** tell you how the rules are carried out.

You want to find out about what happens if you do something wrong at work. Look in the **staff handbook** for the **disciplinary procedure**.

The **contents** page lists everything that is in the handbook. You do not need to read every word of the list.

Let your eyes wander down the list looking for the word 'Disciplinary'. Use the same technique as looking for a particular face in a crowd.

18

#### **Disciplinary procedure**

An employee will not, except in the case of Gross **Misconduct**, be dismissed for a first offence. Depending on the alleged level of **misconduct** the appropriate stage of the **disciplinary** procedure will be taken. In all cases the allegation will be fully investigated. You will be invited to a **disciplinary** interview with the appropriate supervisor, line manager and/or senior manager. You will be notified within three days where

Find out the meaning of any **words** you cannot explain.

You may be able to guess the meaning of some words from the other words around them.

A dictionary or glossary may help here.

Check that you have understood what you have read.

Put it in your own words or explain it to somebody else.

If you still don't understand ... ASK!

**Page 18** has all the information about the disciplinary procedure.

First, glance over the page looking for words such as **'disciplinary'** or related words such as **'misconduct'** to check that you have the right page.

When you know you have the right page, read it through to get the gist of it.

Then read it more carefully. Reading it more than once is a good idea.

Tackle it a bit at a time to make sure you have understood.

# The staff handbook

## Task

Use the Sick pay scheme from the Source material to complete these tasks.

### Task 1

Are these statements true or false? Find out by glancing over the page to spot the highlighted words.

- |  |              |
|--|--------------|
| 1 Only permanent <b>employees</b> are entitled to sick pay.  | True / False |
| 2 The sick pay year commences on 1 <b>April</b> .  | True / False |
| 3 If you have worked for the company for more than <b>10 years</b> , you are entitled to 26 weeks' full pay if you are sick. | True / False |
| 4 Payment is at the <b>discretion</b> of the company.  | True / False |
| 5 The company reserves the right not to make payment if an employee fails to follow the absence reporting <b>procedure</b> . | True / False |

### Task 2

- Use the glossary to find the meanings of these words.
- Try the meanings out in place of the original words.
  - limitations
  - discretion
  - aggregated
  - subsequently
  - procedure

### Task 3

- Explain to a colleague what this part of the section from the staff handbook means.
- Write it out in your own words.

**Chain Hotels** reserves the right, when considered appropriate, not to make payment when:

- Absence results from an accident/injury which occurs outside the course of employment. If payment is made and you are subsequently able to claim the costs from a responsible party or an insurance policy, then these are to be repaid to the Company.

## PAGES 1:13–1:14

# Dealing with problems

## Occupational setting

Several safety and security issues arise in hospitality. It is important that workers recognise potential dangers or hazards, understand why they should not ignore them, and know how they should react. This theme covers problem solving – assessing potentially dangerous situations and taking the most suitable preventative action. Learners should be familiar with workplace procedures and current best practice for a variety of situations from COSHH (Control of Substances Hazardous to Health) to whistle-blowing.

## Materials

Selection of workplace procedures designed to cover difficult or health issues and safety situations, for example whistle-blowing, COSHH, safe lifting

Spot the dangers page from the Source material (0:10)

General health and safety policy and procedures for Reception from the Source material (0:11)

Audio equipment

## Learning outcomes

- 1 To recognise and assess potential hazards in the workplace (focus page, Task 1)
- 2 To understand the consequences of not reacting to hazards (focus page, Task 1)
- 3 To select appropriate solutions to problems to prevent further danger, based on workplace procedures (focus page, Task 1)
- 4 To report problems verbally in a clear and accurate way (focus page)
- 5 To listen carefully for instructions about what action to take (focus page, Task 2)

## Introduction

- Ask learners to think about the sort of problems to do with health and safety/security that might occur in the workplace. Note their ideas down on the board/flipchart.

- Discuss which of the problems have formal solutions (written procedures) and which do not. Explain that all problems require action to be taken, even if this is simply a matter of reporting it to a team leader.
- Emphasise that whistle-blowing is not about getting colleagues into trouble, but to avoid a problem getting any worse or putting others at risk.

## Focus page

- Explain the ABC method as demonstrated on the page. Talk through each step, discussing any points as required. Use the examples of the problems already noted from the introductory activity to think about questions you might need to ask and the consequences.
- Use one common example from the workplace to apply the ABC method, as shown on the page. Discuss how to assess the situation – what to look out for and which of the solutions suggested are appropriate. Use learners' ideas, plus any relevant work procedures to apply the 'carry out' section to the situation.
- In pairs, ask learners to assess the situation given in the 'Problem' box on the focus page, using the questions in the 'Assess' box to guide them.
- As a whole group, discuss learners' assessment of the problem.
- Look at the possible solutions on the page. In small groups, ask learners to decide which of the solutions they would use.
- Smaller groups report back to the whole group. At this point, refer to any relevant work procedures. Note down any of the solutions taken from the focus page on the board/flipchart. (Use the same order as shown on the page.)
- Point out the questions in the 'Carry out' box. Ask learners to decide on the order they would carry out the solutions. Number them in order of urgency on the board/flipchart. Note that answers/ideas will depend on specific workplace procedures or relevant events. The slip hazard needs to be emphasised.

- In pairs, learners role-play reporting the incident to the team leader. Remind learners that they should report what they have seen, what their assessment was and what they have done about it so far (if anything).
- Talk about the importance of giving clear, accurate information so that the team leader knows exactly what the problem is and what has been done about it up to that point. The team leader can then make an informed decision about further action, if required.
- Note: make sure learners can distinguish between 'be aware' and 'beware'.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	1GEN1.2	C1.1
Rt/L1.4		C1.2
Wt/L1.3		C2.2
SLd/L1.1		
SLlr/L1.2		
SLc/L1.1		
SLc/L1.3		
Rt/L2.2		

### Task 1

Recognise and deal with dangerous situations in the workplace based on information from company policy/procedure

SLd/L1.1

Rt/L1.3

Rt/L1.4

Rt/L2.2

- The aim of this task is to promote discussion about how to recognise (assess) and follow (apply) safety procedures to deal with potentially dangerous work situations. Learners need to be aware of the importance of noticing problems in order that preventative action can be taken. They also need to be aware of the importance of following procedures in order to deal with situations in a safe and efficient way.
- Explain to learners that they will be using a picture of a hotel reception and that the policy that they will use is for training purposes and is not real. Remind learners that each workplace has its own policy for dealing with safety and security.
- Ensure each learner has copies of the Spot the dangers picture and the General health and safety policy and procedures for Reception from the Source material.

- Put learners into pairs and ask them to discuss the potential dangers they can see in the picture, based on their own ideas and using the policy/procedure document as a prompt.
- Suggest they can circle the parts of the picture they think show an accident that could or is about to happen or anything that poses a threat to safety.
- Remind learners to look for the procedures for each situation in the policy from the Source material.

#### If the learner has difficulty

- Talk through the picture with the learner. Point things out and ask direct questions. For example: *Is this safe? What might happen if you did not see that lead? Does that plug look safe? Why not?*
- Take each 'situation' one by one rather than overloading the learners with information. Help the learner to identify which part of the policy covers each situation.
- The policy requires quite high-level reading skills because of the element of inferred meaning. Ask leading questions to help learners interpret the text, but bear in mind that learners may need further support. It may help to highlight the appropriate parts of the text.

#### Extension

Ask learners to discuss areas of the picture where other hazards might potentially occur and how they might be prevented (e.g. the steps, the revolving door).

### Task 2 1

Listen for key safety instructions and write them down

SLlr/L1.2

Wt/L1.3

- Explain to learners that they will listen to a short set of instructions and then write down what the instructions are asking them to do.
- Play the audio clip through for learners to get the gist.
- Point out the tips, which tell learners how many instructions to listen out for.
- Encourage learners to write the instructions as numbered points.

- Play the audio clip again. It can be played more than once as learners would have the opportunity in the workplace to check their instructions with the supervisor.

#### *If the learner has difficulty*

- Play the audio clip one instruction at a time and encourage the learner to listen for key instruction words such as 'ask', 'stand', and 'put'. These 'marker' words will be helpful for ESOL learners. These words could be put on to cards for learners to select and sort as they listen.
- Ask direct questions about what the learner has heard: *What has happened?* (Unidentified green liquid has been spilled on the floor.) *What does the supervisor ask the person to do?* (Stand by the spillage.)
- Dyslexic learners may have difficulty writing down instructions – this exercise could be used as a short-term memory exercise. Can they still remember what to do after a short interval – at the end of the lesson for instance? Because of their difficulties with writing and short-term memory, dyslexic learners are often at a disadvantage; they need strategies to overcome this. Pair a dyslexic learner with someone else from the group and ask one of them to concentrate on listening and the other to concentrate on writing the instruction.
- Act as scribe to write down learner's ideas in a numbered list.

#### *Extension*

Ask learners to devise a quiz based on the instructions they have written down, for use with other learners.

## Theme assessment

Ask learners to find out the policy and procedure in their own workplace for assessing and dealing with security risks. They should make a list of security risks in their own area of work and write a set of instructions for dealing with one of them.

# Dealing with problems

Focus

A mental checklist can help sort out what should be done in dealing with problems. **A B C** might help.

## ASSESS the situation

- Look carefully.
- Ask appropriate questions.
- Consider the consequences.

## BE AWARE of the possible solutions

- Find out what the correct procedure is.
- Ask a colleague to help.
- Always report to a team leader.
- Phone the emergency services if required.

## CARRY OUT the actions you decide on

- Use your own knowledge and understanding of your job.
  - What needs to be done immediately?
  - What can wait?
- Take immediate action yourself.
- Call the emergency services.
- Fill in the incident report form.
- Read the procedures.
- Ask for help.
- Report the incident.

## Problem

You have just started your shift on Reception when you notice a large puddle of water on the step leading to the hotel from the main door.

## ASSESS the situation

- Look carefully. What has happened?
- Is there any immediate danger?
- Can it be left as it is for a few minutes while you report it to someone else?

Think about how you speak and how you listen when you report the problem.

- Speak clearly.
- Give relevant details.
- Listen carefully to instructions.

## BE AWARE of the possible solutions

- Report the incident to your team leader.
- Record what you saw and did. You should always record any incident while it is still fresh in your mind.
- Ask a colleague to help you stop people treading in the water.
- Put up a warning sign to keep others away from the water.
- Follow instructions from the team leader.
- Wait for the cleaning staff to mop up the puddle.

Refer to your own workplace procedure or policy when deciding what to do.

## CARRY OUT the actions you decide on

- What needs to be done immediately?
- What can wait?

Write a list of what should be done in this case. Put the items on the list in the correct order.

# Dealing with problems

## Task



### General health and safety policy and procedures for Reception

Employees should take reasonable care of themselves, other employees and other persons on the premises. This means looking out for hazards and taking action to prevent injuries.

#### General hazards

##### 1. Trips, slips and falls

These are the most common accidents and are caused by slippery surfaces, obstructions left on or across the floor, or uneven floor surfaces such as missing floor tiles, worn patches of carpet or floor coverings that have come unfixd. **Prevention/procedure:** Staff should be vigilant in noticing any of these hazards. Moveable trip obstructions such as cables should be removed immediately and the situation reported to the supervisor. The obstacle or item should be put in a safe place out of the way. Fixed items such as carpets or floor defects should be isolated using a free-standing warning sign and be reported to the Maintenance department. Newly polished or wet floors following cleaning should have a free-standing warning sign. Any spillages should be reported and a warning sign put up to stop people from treading in the spillage.

##### 2. Walking into objects

This might involve fixed objects such as pillars and doors or moveable objects such as plants and furniture. **Prevention/procedure:** Warning signs are needed on fixed objects if incidents occur regularly. Moveable objects should be put in a place where they are clearly visible or out of the way. Avoid crowded conditions.

## Task 1

You will need the 'Spot the dangers' page from the Source material.

- 1 Use the General health and safety policy and procedures for Reception from the Source material to identify the four dangerous situations in the picture.
- 2 Discuss with a partner the company's procedure for dealing with each situation.
- 3 All the situations need dealing with quickly to avoid an accident
  - a Which situation would you deal with first?
  - b Explain why.

### Tips

- Use the information on general hazards to find the dangerous situations in the picture.
- Look for the information in the sections on prevention/procedure to find out what action to take.

### Tips

- Listen for the three key things he tells you to do.
- Write them as numbered instructions.



## Task 2

1

You have reported to the supervisor that there is a puddle of green liquid on the floor. You are not sure what it is. Listen to him explaining what to do. Write down his instructions.

## PAGES 1:15–1:16

## Following procedures

## Occupational setting

Workers in hospitality will receive some training in actions to be taken in the event of terrorist threats. The staff handbook will also contain policies and procedures to be followed.

This focus page stresses the need to be aware of any multi-step procedure, to read procedures carefully, to take an active part in training and to practise the necessary skills. The teaching points should be applied to other situations where procedures must be understood and followed.

## Materials

Any policies and procedures from the staff handbook that involve more than one step and are relevant to the learners

Guidelines for dealing with bomb threats from the Source material (0:12)

Bomb threat action card from the Source material (0:13–0:14)

Audio equipment

## Learning outcomes

- 1 To be aware of the different skills involved in reading and understanding a policy or procedure (focus page, Task 1)
- 2 To practise careful listening (focus page, Tasks 1–3)
- 3 To practise making notes while listening (focus page, Tasks 2, 3)

## Introduction

- Ask if anyone has been evacuated from a building because of a security threat. What were their feelings? Have they ever thought about what goes on before an evacuation?
- Question learners about their knowledge of any policies and procedures from their workplace that are intended to act as guidance to employees should there be a security alert. What are the problems associated with them? (e.g. Are they difficult to read; tucked away out

of sight; not felt to be the employees' problem?)

Focus page  2

- This is intended to be a summary of the reading skills practised on previous pages. Use the policy on the page to remind learners of points from previous focus pages.
  - **Using format** to navigate the page – headings, subheadings, numbers and bullets etc. Ask questions to check learners' understanding of format: *What is the title of the policy on the page? What is its section number? How many bullet points are there under employees' responsibilities?*
  - Different **reading techniques** – skim for gist; scan for key words; read carefully to gain understanding – read more than once, look up unfamiliar words, guess words from context, put into own words, explain to a friend, etc. Ask questions to check learners' skills at extracting and understanding information: *What is this policy about? How many times does the word 'bomb' appear on the page? What does vigilant mean? Can you reword the bullet point about training?*
  - Understanding the **language of instructions** (e.g. imperatives for what must be done; conjunctions like 'and' and 'then', indicating more than one instruction in a sentence).
- Ask questions to check learners' understanding about the wording and page layout of instructions: *Which words tell you exactly what to do? How many instructions are there in the fourth bullet point in 8:2i? Make sure learners are familiar with the contents of the policy on the page before proceeding.*
- Read through the Bomb threat action card to familiarise learners with the format and information required to complete it. (A full-sized version can be found in the Source material.) The person who answers such a call will not get the opportunity to listen more than once to the message, so it is important to listen carefully and remain composed. Practice will improve this.

- Explain to learners that they are going to role-play a bomb warning in pairs: one is the telephone caller and the other is taking the message. Give each 'caller' a card with the same scenario on it and give copies of the bomb alert cards to the 'call takers'. Tell 'call takers' that they can only listen to the call once and to do their best with recording the details.
- Take feedback as a group and compare the answers written down by 'call takers'. Discuss the implications of any discrepancies (if there are any; they all started with the same information). Point out that it can be difficult to listen and make notes at the same time and that this needs practice. Ask learners: *What information **must** you write down, even if you can't get it all down?*
- Explain to learners they are going to practise this skill of listening and writing down key information. They should listen to the audio and write down what the caller says on a separate piece of paper. Play the audio clips through once and take feedback on what happened during the call and any difficulties learners experienced (e.g. not being able to listen carefully enough; not being able to take notes quickly enough; being unable to spell some of the words; becoming flustered; giving up; wanting to hear it again, etc.).
- Without showing learners the task page, ask questions posed on side B of the Bomb threat action card in relation to what they have just heard. Record their answers on the board/flipchart to model writing key words and statements in such a situation. Leave these answers as support for those who need it in Task 1.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	1GEN1.2	C1.1
Rt/L1.2		C1.2
Rt/L1.4		C1.3
Rt/L1.5		
Rs/L1.1		
Rw/L1.1		
Rw/L1.2		
Wt/L1.2		
SLlr/L1.1		
SLlr/L1.2		

### Task 1

Find out the meanings of words

Rw/L1.1

Rw/L1.2

- Explain to learners that rewording a document can help with understanding it.
- Remind them about strategies for finding out the meaning of an unknown word. For instance, it may be necessary to look up words in a dictionary or glossary; sometimes words can be understood from the context – reading around the word and making a 'good guess'; asking a colleague may be quicker still! Always check the dictionary or glossary definition in the context of the sentence (i.e. substitute the word in the sentence), in case the wrong meaning of the word is substituted. For example, 'retire' can mean to stop working, to go to sleep or to withdraw.

#### If the learner has difficulty

- Work down the list of words, supporting the learner by encouraging them to use an appropriate strategy (from those suggested above) to find out the meaning of the word.
- For learners who have a lot of difficulty with this task, create cards of the words and their definitions for learners to match.

#### Extension

Ask learners to highlight some specialist/technical words or phrases from their own workplace manuals and to find out their meanings using the same methods.

### Task 2 3

Listen carefully to a telephone message

Wt/L1.2

SLlr/L1.1

SLlr/L1.2

- Learners should now be familiar with the Bomb threat action card and use it to take details of a telephone bomb threat.
- Play the audio clip. Ask learners to note down what they heard. Emphasise that it is important to get as much information down as possible, and that it must be accurate in content but that spelling is not important. When listening they will not be able to write everything down in sentences; notes are essential.
- Check answers and discuss as a group.

***If the learner has difficulty***

- If their difficulty is with using the form, return to Task 1 and reiterate. Look up any other words unfamiliar to the learner.
- If their difficulty is with understanding the message, play it again, with the proviso that there are no second chances to listen in a real work situation.
- Give learners plenty of practice at listening to messages and picking out the key information.

***Extension***

Ask learners to find out about and discuss evacuation procedures for their own workplace. Under what circumstances would this procedure be necessary?

**Task 3**  

Listen carefully to a telephone message and take notes

Wt/L1.2

SLlr/L1.1

SLlr/L1.2

- Check learners understand that they have to complete both sides of the Bomb threat action card from the Source material: side A while they are listening and side B after the phone call.
- Play the audio clip.
- Check learners' responses.

***If the learner has difficulty***

- Refer the learner to pages 4:1 (Taking notes in training) and 4:3 (Listening to training).
- Replay the audio clip.

***Extension***

Learners exchange answers for comparison. Did they hear the same thing?

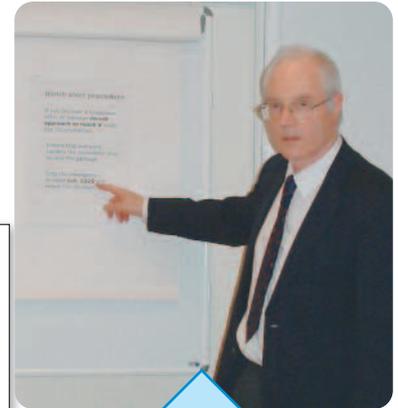
**Theme assessment**

Present learners with another example of a bomb threat message that is appropriate to the workplace. Ask learners to complete sides A and B of the Bomb threat action card from the Source material during and after hearing the message only once.

# Following procedures

Focus

**1** You have to know what you should do in certain circumstances. Written company procedures and training help you to know what to do. There are often several stages to following a procedure.



Listen carefully during training.  
Make notes if necessary.

Make yourself familiar with your responsibilities by reading the company policy.

## 8 Bomb threats

### 8:1 What is a bomb threat?

A bomb threat is a warning that a bomb may explode in or near the premises. The threat may be made by telephone or a bomb may be thrown or deposited by hand.

### 8:2 Arrangements and responsibilities

#### 8:2 i Manager's responsibilities

- Instruct employees to take the correct action in the event of a bomb threat.
- Ensure regular warnings and testing of procedures are carried out.
- Display notices near a telephone with action points about what to do.
- Ensure good housekeeping and lock unused areas.
- Inform the police and senior manager if suspicious about any unusual objects.

#### 8:2 ii Employees' responsibilities

- Know what to do in the event of a bomb threat.
- Be familiar with the escape routes and exits.
- Always be vigilant.
- Inform manager if suspicious about any packages.

### 8:3 Key safety points

Become familiar with the form to be filled in by reading it.  
If there is a bomb threat, you will need to listen carefully to the message and write notes.

BOMB THREAT ACTION CARD

(SIDE A to be completed during the telephone call)

KEEP CALM – ACT NORMALLY

LISTEN VERY CAREFULLY TO THE CALLER

1 Take down the exact words of the message:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 When the message has been given, ask the questions below (unless the information is in the message):

Where is the bomb? \_\_\_\_\_

What time will it go off? \_\_\_\_\_

What kind of bomb is it? (incendiary/explosive) (delete as necessary) \_\_\_\_\_

What does it look like? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

3 When the call is finished:

Make a note of the time. \_\_\_\_\_

Inform the duty manager.

List the details relating to the caller on the reverse of this card. (Side B)

# Following procedures

## Task

### Task 1

What does each of these mean?

- 1 appropriate
- 2 determine
- 3 genuine
- 4 rational
- 5 rambling
- 6 speech impediment
- 7 intoxicated
- 8 spontaneous
- 9 specify



### Task 2

3

- 1 Listen to the training audio of a bomb threat.
- 2 Fill in side B of the Bomb threat action card from the Source material as completely as possible.



### Task 3

4

- 1 Listen to the bomb threat.
- 2 Fill in both sides of the Bomb threat action card from the Source material.

BOMB THREAT ACTION CARD	
(SIDE A to be completed during the telephone call)	
<b>KEEP CALM – ACT NORMALLY</b>	
<b>LISTEN VERY CAREFULLY TO THE CALLER</b>	
1 Take down the exact words of the message:	
_____	
_____	
_____	
_____	
_____	
_____	
2 When the message has been given, ask the questions below (unless the information is in the message):	
Where is the bomb? _____	
What time will it go off? _____	
What kind of bomb is it? (incendiary/explosive) (delete as necessary)	
What does it look like? _____	
Why are you doing this? _____	
3 When the call is finished:	
Make a note of the time: _____	
Inform the duty manager.	
List the details relating to the caller on the reverse of this card. (Side B)	

BOMB THREAT ACTION CARD		
SIDE B: List as many details as possible, ticking the boxes where appropriate. This will help determine whether or not the threat is genuine.		
SEX AND AGE		
man <input type="checkbox"/>	old <input type="checkbox"/>	
woman <input type="checkbox"/>	young <input type="checkbox"/>	
child <input type="checkbox"/>		
SPEECH		
rational <input type="checkbox"/>	any accent <input type="checkbox"/>	intoxicated <input type="checkbox"/>
rambling <input type="checkbox"/>	speech impediment <input type="checkbox"/>	
MESSAGE		
Was the message: read <input type="checkbox"/>	spontaneous <input type="checkbox"/>	
Was the caller: serious <input type="checkbox"/>	joking <input type="checkbox"/>	
BACKGROUND NOISE		
traffic <input type="checkbox"/>	typing <input type="checkbox"/>	
machinery <input type="checkbox"/>	music <input type="checkbox"/>	
aircraft <input type="checkbox"/>	people in background <input type="checkbox"/>	
other (please specify) _____		
ANY OTHER INFORMATION		
_____		
_____		

## PAGES 1:17–1:18

# Incident report forms

## Occupational setting

Recording information clearly and accurately is essential in many aspects of hospitality work, and accident report forms are no exception.

Hospitality workers share the responsibility with the employer for the safety of those around them. Recording an accident carefully may help to ensure that a similar incident never happens again.

## Materials

An OHT and copies of a blank Accident report form from the Source material (0:15)

Samples of accident report forms from the workplace

A short accident scenario relevant to the learners' work setting – given verbally, in writing, as a picture graphic or taken from a health and safety video

## Learning outcomes

- 1 To know where to put the information on the accident report form (focus page, Task 1)
- 2 To write concisely, including only the main details and relevant facts (focus page, Tasks 2 and 3)
- 3 To write events in a formal, factual way, in a logical order (focus page, Task 3)
- 4 To proofread for grammar, punctuation and spelling errors (focus page, Task 3)

## Introduction

- Talk through the focus page and use the notes surrounding the Accident report form to remind learners about the key issues involved in both reading and filling out a form that is required by law.
- Discuss their role in completing accident reports.
- Discuss the legal significance of accident reports.

## Focus page

- Refer back to previous focus pages where format is used to navigate a text. What types of format are used in this form? How does it help in reading the form?
- Are the instructions about how to fill in the form clear?
- Use an OHT or handouts to give learners an accident scenario and model the process of recording an accident.
- Using a workplace scenario, ask learners what they think is the most important information. Highlight this information if the scenario is given in text form, or write the statements on the board/flipchart in no particular order. Discuss the difference between fact and opinion – this may need some illustration (e.g. *It is a fact that football is a game that many people watch. It is an opinion that Manchester United is the best team.*). Emphasise that only facts should be written on an accident report form. Ask learners if any of the statements on the flipchart/board are opinions and therefore should not be included.
- Ask the group to number the statements in the order in which the events appear to have happened.
- Using a blank accident report form on the OHT, discuss the headings and sections and ask learners where they would place the information they have just agreed. Write in the information on the OHT.
- Talk through the process of proofreading for errors (e.g. *Now let me make sure I haven't made any spelling mistakes. I can see that I have left off a full stop here. I'm not sure about saying 'she went down like a ton of bricks' – it's not formal enough. It would probably be better to say 'she fell very heavily.'*). It is important for learners to realise that this is the normal checking process.
- Remind learners to use the past tense (because you are describing something that has happened in the past).

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	1GEN1.2	C1.3
Wt/L1.2		
Wt/L1.3		
Wt/L1.4		
Wt/L1.5		
Wt/L1.6		
Rt/L1.1		
Rt/L1.4		
Rt/L1.3		

### Task 1

Decide which information is needed for one part of the accident report form

Rt/L1.3

Rt/L1.4

- Remind learners to read every statement and to ask themselves whether it is relevant to the highlighted part of the form and whether it is fact, not opinion. This will help them to select the relevant pieces of information.

#### *If the learner has difficulty*

- Write the statements on slips of paper or sticky notes. Taking one at a time, read it together and ask the learner to place it on top or as near as possible to where it belongs on the form. The learner should come to a decision about what and where something is needed by a process of elimination.
- If learners do not understand how to determine what is relevant, look at the headings and the information and ask: *Is this about the date the accident happened? Is this about the cause (i.e. what made it happen) of the accident?*

#### *Extension*

Look at the headings on forms from the workplace to see how the same information is required.

### Task 2

Identify relevant information

Rt/L1.1

- Discuss the need to select relevant information.
- Remind learners to look at the work they did as a group and in pairs at the beginning of the session.

#### *If the learner has difficulty*

- Have prepared ten statements that are either fact or opinion (e.g. the customer fell on the floor; it was a bit cold that night; she seems to enjoy a good laugh; there was grease on the floor, etc.). Ask the learner to sort the statements into two piles: facts and opinions. Emphasise that only the facts would be included in an accident report.
- Enlarge and photocopy the text from Task 2 for the learner to cut into individual sentences and then sort into facts and opinions. This should help him/her identify the four key sentences required to complete the task.

#### *Extension*

Ask learners to recall an accident that they may have witnessed or one that has happened to them and to write it up in the formal factual style required on accident report forms.

### Task 3

Write details of an accident in a logical order from an informal oral description

Wt/L1.2

Wt/L1.3

Wt/L1.4

Wt/L1.6

- Ask learners to read the statement through first and identify any words or phrases that are unfamiliar (e.g. 'came a cropper'). Ask members of the group to explain what they mean. Are these words acceptable in a formal report? If not, what words would replace them?
- It might help if you read out the text as well as allowing learners to read it.
- Allow learners to work in pairs to draft a suitably formal version of the speech. Remind them to use the past tense. They should then share this and arrive at an agreed version.

#### *If the learner has difficulty*

- This text is quite colloquial and ESOL learners may need support to understand terms such as 'casualty', 'some such stuff', 'bust', 'came a cropper', 'stay put'.
- Enlarge and photocopy the statement, then cut it into individual sentences. Start by asking the learner to rewrite each sentence using more formal words (e.g. 'I came a cropper on my left

wrist' – 'I fell down heavily onto my left wrist'). Ask the learner to pick out only the sentences that explain what happened, and then ask him/her to put these selected sentences into the most logical order. They are then ready to complete the task.

- The expressions used in this task could be used as an opportunity to discuss colloquial expressions and regional variations and how best to deal with situations where words or phrases are not understood.
- Many learners find writing tasks far more difficult than reading because they have to create text rather than respond to it. ESOL learners may benefit from using the *Skills for Life* ESOL materials.

### **Extension**

Give learners a set of colloquial phrases (e.g. his feet went from under him, her arm was black and blue) to change into suitable formal phrases that would be appropriate for an accident report.

## **Theme assessment**

Give learners some key words (e.g. handbag; 8:30 am; leg; breakfast; distracted; tripped) to use as the basis for a short accident report.

# Incident report forms

Focus

On forms like this accident report, you need to write information clearly so that people can understand exactly what happened.

Before you start, **read** the form through to make sure that you:

- understand all the instructions on it
- know what goes in each part of the form
- have all the information you need to fill in every section.

If you are in any doubt about anything – ASK.

Use the:

- **HEADINGS**
- numbers
- *style of type*
- **colours**

to help find your way around the form.

<b>ACCIDENT REPORT</b>	
<b>1. About the person who had the accident</b>	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
<b>2. About the person filling in this record</b>	
Fill this in only if you are <b>not</b> the person who had the accident.	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
<b>3. About the accident</b>	
Say when it happened.	
Date _____	Time _____
Say where it happened. _____	
Describe how it happened and any injury caused.	
_____	
_____	
<b>Sign and date the record</b>	
Signature _____	Date _____
<b>4. For the employer only</b>	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	Signature _____

**Part 3** is where you **write** the details of the accident.

There is not much room to write here so you should only include:

- **relevant facts**
- **necessary detail.**

You should also:

- use **formal** language
- write details in a **logical order**
- **check** what you have written for any errors in grammar, spelling or punctuation.

If an accident happens at work, a report must be completed. This is the **law**. The report is confidential and must be kept safe. It may be needed as evidence. It is important that what you write is:

- clear
- to the point
- honest but not biased
- factual.

## Tip

Draft your report on a piece of paper first so that you can check it through before you write on the form.

# Incident report forms

## Task

### Task 1

Look carefully at Part 3 of the Accident report form from the Source material. Tick the information that you need to include in this section.

- Date of the accident
- A short description of how it happened
- The injury caused
- Your name
- The time the accident happened
- Where the accident happened
- What you think of the person who had the accident
- Whether you think the company is to blame for the accident

#### Tips

- Look at the headings to see which information can be recorded **elsewhere** in this section.
- Think about what is **relevant** and **factual**.

### Task 2

Read this description of an accident. Underline the four sentences that contain relevant information for part 3 of the accident report form.

I was walking towards the leisure centre. The customer was walking towards me along the corridor. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault - she was being careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning the floor. Either that or a child had run along the corridor dripping wet from the swimming pool. I asked the manager to come and look at her.



*The manager said to have it checked at Casualty. I slipped on a bit of water or some such stuff on the floor. They told me it was bust, well not exactly bust, more badly sprained. I came a cropper on my left wrist. The assistant said, 'You stay put while I get the manager.'*

### Task 3

This is the customer's description of her accident.

- 1 Pick out the relevant details and write a suitable entry for an accident report. Use the information from the report in Task 2 to help you. Write on a separate piece of paper so that you can plan and check your entry.
- 2 Write your entry on the Accident report form from the Source material.

#### Tip

Remember to include only the necessary detail. Leave out unsupported opinions.

## PAGES 1:19–1:20

## Signs and symbols

## Occupational setting

Hospitality venues have many signs. These include general signs for all staff and visitors and more specific signs that are displayed in different work areas such as kitchens. Knowing the standard format for different types of sign will help learners to interpret these signs effectively (e.g. knowing that some signs are warnings, others are prohibition signs, and some just give information). Types of safety signs can often be distinguished by shape and colour; the information they convey may be in written or symbol form.

## Materials

Examples of safety signs and information signs from the workplace

Sets of cards showing a wide range of signs and symbols likely to be seen in hospitality venues

A plan of the workplace and/or teaching room on OHT/PowerPoint

Ground floor plan from the Source material (0:16) (Learners will benefit from colour copies of the learner material and Source material.)

## Learning outcomes

- 1 To understand the language associated with safety signs (focus page)
- 2 To know that the shape and colour of safety signs indicate their purpose (focus page, Task 1)
- 3 To be able to interpret a range of symbols (focus page, Tasks 1 and 2)

## Introduction

- Show the group examples of signs from the workplace or within the learning environment and ask for their meanings. Include different types of sign. Ask learners to identify on the plan of the workplace where they might find these signs.
- Using sets of cards in small groups, ask learners to sort the signs into different types by colour

and shape. Ask the group to name each category. (Note: it is important that learners know the purpose of the categories, though not necessarily the correct terminology at this stage.)

## Focus page

- Discuss the categories with the group and refer to the focus page to check they are correct. Go through each category to point out the shape and colour and also the purpose of each type of sign. Make sure learners understand the meaning of the words 'mandatory', 'prohibition', etc.
- Move on to explain that writing is often used to support symbols. Give examples. Pick out features of written information, such as underlining or bold to emphasise a word.
- Signs and notices often use capital letters – this can present difficulty for some readers as letters are all the same height and the words lack 'shape'.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3 Rt/E3.9	1GEN1	C1.2

## Task 1

Recognise the symbols used on safety signs and understand their meaning

Rt/E3.9

Rt/L1.3

- Remind learners that shape and colour indicate the type of sign and that symbols can give a message on their own.
- Start by matching the shape and colour of the sign to the written meaning, and then add the correct symbol.

*If the learner has difficulty*

Learners who are having difficulty with this task may benefit from putting the signs together physically by using a computer, a drawing or cards of the different component parts.

**Extension**

Ask learners to create a sign for the workplace using symbols but no words. This can be for information, a warning, an order ('do' or 'do not') or a safe condition. Learners can use a computer to do this. Make sure the signs conform to the standard shapes and colours.

**Task 2**

Match signs to the correct places on a plan to show safety and security information

Rt/E3.9

Rt/L1.3

- Ensure learners each have a copy of the Ground floor plan for the Chain Hotel and Conference Centre from the Source material.
- Encourage learners to look carefully at the signs and to think about what they mean before placing them on the plan.
- Remind learners that some of the signs might be seen in more than one area, but the object of this task is to place the signs in the most obvious area for health and safety or security reasons.
- If learners are not used to using a plan, explain that the plan is like looking down from above the hotel onto the ground floor.

**If the learner has difficulty**

- Go through the numbered areas to make sure learners are aware what each represents.
- Check that learners know what each sign means, or can work it out. Ask questions about each sign.
- Ask questions about how the signs might be most suitable for certain areas. For example, *Where on the plan is there likely to be a deep water hazard?*
- Learners might find it easier to have the signs on cards so they can physically put them on the right place on the plan.

**Extension**

Ask learners to mark the positions of four different signs on a plan of the room/building in which they are working.

**Theme assessment**

- Ask learners to find an example of each type of sign (mandatory, prohibition, etc.) in and around the workplace. The signs have to be in different areas or rooms. Learners should describe each sign (shape, colour and symbol used), explain what the sign means and explain where it was found.
- Learners can then use the information to make a short 'treasure-hunt' style quiz for other members of the group to find these signs in the workplace.

# Signs and symbols

Focus

Signs use a standard colour and shape system to make them instantly recognisable even from a distance. Some are safety signs designed to keep you and others safe. Others just give information.



### Warning

- Risk of danger or hazard

Green

### Safe condition

- Information about safe conditions



### Prohibition

- Stop
- Do not
- Must not
- No

Blue

### Mandatory

- Must obey

Safety signs use **symbols**.  
What do these symbols mean to you?



What shape and colour **sign** would you expect to see these symbols on?

**Supplementary** signs are signs with **writing** on them, rather than just symbols. They can be used on their own or in support of symbols to provide **extra** information.

**NO UNAUTHORISED PERSONS**

**WARNING Wet floor**

- Can be the colour of the sign it is supporting.
- Some just use words – often written in **CAPITAL LETTERS**.
- Some use **words and symbols**.
- Underlining stresses the importance of the information and draws attention to it.

**WASH YOUR HANDS**

**First aid**

Signs that **just give information** might be on blue or green backgrounds. Do you know what these signs mean?



# Signs and symbols

**Task**

## Task 1

Complete the table by writing down the number of the symbol and the letter of the shape that make the four signs.

Meaning of sign	Matching symbol (number)	Shape (letter)
No dogs		
Danger – high voltage		
Drinking water		
Fire door – keep shut		



## Task 2

Use the Ground floor plan for the Chain Hotel and Conference Centre from the Source material. Decide which sign goes in each of the places or rooms marked with numbers on the plan. Write the numbers under the signs.

**Tip**

Use the shapes, symbols and/or colours, to work out the meanings of the signs.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## PAGES 1:21–1:22

# Safety equipment information

## Occupational setting

It is essential that all hospitality workers help to protect members of the public and their work colleagues from danger. In order to do this, they must be able to locate, read and understand health and safety signs in their working environment. In the event of fire in particular, delayed action could result in death. Everyone working in a hospitality establishment should know exactly where all the appliances are kept and how to use them correctly, without hesitation. They must be able to interpret the symbols, colours and written instructions on fire extinguishers and safety notices. Many learners will have difficulty identifying the correct extinguisher to use in different situations. Strategies for this should be established and 'over-learned' through repetition and revision.

## Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

Examples from the workplace of different types of information used at fire points, including signs and fire action notice

Workplace fire drill and induction material for fire safety

Fire extinguisher labels and instructions from the Source material (0:17)

(Learners will benefit from colour photocopies of the learner material and Source material.)

## Learning outcomes

- 1 To recognise that fire signs use colour and symbols to aid understanding (introduction)
- 2 To know that the format used in fire safety signs and equipment aids understanding (focus page, Task 1)
- 3 To recognise that key instructions are written in bold or capital letters (focus page, Task 1)
- 4 To pick out key information about fire fighting equipment (Task 2)

## Introduction

- Discuss with the group the implications of not acting quickly and effectively in the event of a fire.
- Talk about types of fire, the need to use different extinguishers and the dangers of not doing this (e.g. using a water extinguisher on an electrical fire).
- Ask each person to describe briefly the particular circumstances at his/her workplace with respect to fire exits, fire procedures, etc. If any learners are hesitant, encourage them to look very carefully at their individual circumstances. Stress the need to know how to use fire extinguishers and which equipment to use for each fire type.
- Play a visual memory exercise. Give learners in pairs one minute to look at a fire safety notice or sign (each pair to have a different one if possible), noting all the features – colours, symbols, words in bold, order of instructions. Each pair then reports back to the group what they remember while you make notes on the board/flipchart. Draw out the common features that were recalled with ease – was it the symbols, colours or words in bold that helped them to remember? Were there any words they did not know? What could they do to find out the meanings of these words?
- Note that colour is also a guide about what to do (blue) and what not to do (red) on the fire action notice. Explain that different colour schemes are used on different notices but most fire notices are predominantly red. Fire exit routes are marked in green and often include 'the running man'. Remind learners about the significance of colour in safety signs – red for danger, green for safety, blue for must do.

## Focus page

- Talk about the importance of colour in fire safety signs, and particularly with respect to fire extinguishers. Explain that all new fire extinguishers are red, and that the type of extinguisher is written in bold in a particular colour on the appliance itself and on the label fixed above the appliance.

- Look at the wall notice. Read the information on the right-hand side. Discuss why the information is divided up in this way, and why the information on what *not* to use the extinguisher on takes up more room than what you *should* use it on. Compare it with other wall notices for extinguishers, such as those shown on the Source material page.
- Ask learners to look up the meaning of the word 'flammable' in the glossary. Point out how the glossary can be used to find subject-specific words and their meanings. Give learners guidance about the use of the glossary, if required.
- In groups, ask learners to think of two ways the signs and symbols of the wall notice are useful. Discuss the ideas as a whole group.
- If possible, show learners a fire extinguisher label that has pictures with the instructions. Point out the instructions section of the label. Explain that some extinguisher labels have accompanying drawings to illustrate the instructions.
- Read through the instructions and points made on the focus page. Make sure learners understand the instructions and can read the capital letters. Ask learners if they know of other items of fire-fighting equipment not shown here. The fire blanket does not appear on the page. What is this used for? Where will it be most commonly found?
- Locate for learners or ask learners to find information from their own material relating to use of fire-fighting equipment, as shown at the bottom of the focus page. This is to emphasise the importance of knowing how to use equipment. Emphasise the safety element of only using the equipment if it is safe to do so.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.3	1GEN1.2	C1.2
Rt/E3.9		
Rw/L1.1		
Rw/L1.2		
Rt/L1.2		

### Task 1

Use the information on fire extinguishers to answer questions

Rt/E3.3  
Rt/E3.9  
Rt/L1.2

- Point out the glossary for checking the meanings of words used in the questions and on the signs.
- Emphasise that fire extinguishers all look the same but that the symbols, careful use of colour and the key words enable the user to distinguish one from another. It is vital to use the correct extinguisher – using the wrong one could make the situation worse.
- Remind learners to look for the symbol that means DO NOT – this will keep them safe. Stress that it is not a good idea to help others if you put your own life in danger.

### If the learner has difficulty

- Check learners' understanding of words on the notices and in the questions. Look them up in the glossary. The use of the word 'live' may cause some difficulties for some learners. You may need to talk about what is meant by 'flammable liquid and metal fires'.
- Go through the labels and instructions one by one, making sure learners understand the layout and can read the capital letters.
- Ask straightforward questions about the carbon dioxide extinguisher: *What colour shows that it's a carbon dioxide extinguisher? Find the symbol that has something to do with electricity. Is it in the 'can use' or the 'do not use' section? Name some electrical equipment likely to be found in your workplace. Can you spot the symbol for electrical equipment on the other extinguishers?*

### Extension

Give learners two or three scenarios (e.g. chip pan catches fire in the kitchen; TV catches fire; fire caused by a cigarette) and ask which extinguisher would be used for each fire. This could be used to make a checklist for colleagues.

### Task 2

Find and make a note of fire-fighting equipment

Rt/E3.3  
Rt/E3.9  
Rt/L1.2

- Explain to learners that they will be looking round the building for the information they need.
- Make sure learners know how to fill in a table. If this proves difficult, they can note the information in a way more suitable to them.

- Give learners time to create their own tables, if they are using this format. (They do not have to use the same headings/sections.)
- Check the information when the learners return as a whole group and make a ‘whole class’ table for learners to compare their information.

#### ***If the learner has difficulty***

You may need to accompany learners to give support with reading the notices and labels and writing down information.

#### ***Extension***

Repeat the activity, this time checking for signs related to fire and escape routes.

### **Theme assessment**

- Ask learners to devise a short ‘quiz’ for the rest of the group, based on fire information around the building. This can be a ‘treasure-hunt’ style quiz but with straightforward questions, such as *What does the symbol on the top of the fire action notice mean?*
- As a group it may be useful to discuss and establish some strategies for remembering which extinguisher is which.

# Safety equipment information

Focus

Fire safety is vital in hospitality. It could mean the difference between saving and losing lives. You should find out what sort of fire-fighting equipment you have at work, where it is, what sort of fires you can use it on and how to use it.

Fire extinguisher wall notice

All fire extinguishers are **colour coded** using a strip of colour. Make sure you know which colour is used for each type of extinguisher. The colour for water-filled extinguishers is **red**.

Information is given on the **sort of fire** the extinguisher can be used for. Look out for the key words 'Use on ...'.

Information is given on the sort of fire the extinguisher should **NOT** be used for. Look out for the key words 'Do not'.

Look at all the signs and symbols on this notice. How do they help you?

You will find instructions for use on the extinguisher label. Key instructions are often written in CAPITAL LETTERS. The **numbers** tell you the **order** to do things in.

Fire extinguisher label

**9 LITRE WATER FIRE EXTINGUISHER**

**TO OPERATE**

1. REMOVE SAFETY PIN
2. AIM NOZZLE AT BASE OF FIRE
3. SQUEEZE HANDLE TO OPERATE  
RELEASE HANDLE TO INTERRUPT

3. Tackle the fire with the correct equipment if it is safe to do so.

3. Attack the fire if possible using the appliances provided.

**9.1 Fire and safety precautions**

- I. All defects and dangerous situations must be acted upon.
- II. Familiarise yourself with the layout of the premises, particularly fire exits and fire points.
- III. Be aware of the operation and use of extinguishers.

Have a look at your:

- fire action notice
- fire drill
- induction information about fire safety.

What do they say about using fire-fighting equipment?

# Safety equipment information

## Task

### Task 1

Use the Fire extinguisher labels and instructions from the Source material to answer the following questions. Circle your answers.

- The symbol  in these notices means:  
Do not      Always      No entry
- On wood and paper fires, you should only use water.  
True / False
- Where should you spray the foam?  
At the base of the fire      Over the whole fire area
- Can you use a water extinguisher on flammable liquid fires?  
Yes / No
- The symbol  in these signs represents:  
Lightning      Electricity      Danger
- The first thing you do with any of these extinguishers is to pull out the safety pin.  
True / False
- Carbon dioxide is for fires involving:  
Live electrical equipment      Wood      Confined spaces
- The colour cream is used for extinguishers that contain:  
Carbon dioxide      Foam      Water
- Which two extinguishers should you keep upright?  
Water      Carbon dioxide      Foam

#### Tips

- Use the layout of the information to find the answers quickly.
- Look up unfamiliar words.

### Task 2

Find out what fire-fighting equipment you have in your own place of work. Make a note of the information to remind you. Copy the table below and use it to organise the information.

#### Tip

Write down **all** the places you can find each type of fire extinguisher.

Fire-fighting equipment			
Extinguisher (colour)	Type of fire to use it on	Instructions for use	Where to find it in the building
Water (red)			

## PAGE 1:23–1:24

## What's an NVQ?

## Occupational setting

This theme gives a useful opportunity to discuss the structure of the National Vocational Qualification (NVQ) and evidence requirements. The format and jargon used in NVQs is unfamiliar to entrants to training and it can be daunting and difficult to understand. It is worth spending some time looking at the structure of the NVQ statements and showing learners how to use the glossary and other reading skills to understand what it is about. The tasks in this theme allow learners to develop and practise some of the skills required to do this.

## Materials

NVQ portfolio

Dictionaries

Unit 1GEN4 from National Occupational Standards

## Learning outcomes

- 1 To understand and use some of the jargon words associated with the NVQ (focus page, Tasks 1–3)
- 2 To become familiar with the format and layout of an NVQ unit (focus page)

## Introduction

- Discuss in general terms what learners understand about the NVQ. Make sure they understand that they will be learning and being assessed at work in practical situations.
- What is jargon? Discuss jargon that has been accepted into mainstream language (e.g. TV, words associated with computing, street language or language associated with different sports and hobbies). Ask learners to give examples of jargon that they know but others in the group may not. This highlights the fact that jargon can be exclusive and create barriers. Once understood, however, jargon is used as a communication shorthand.
- Check that learners can use a dictionary or glossary to look up some of the words contributed by the group.

## Focus page

- The bold words on the focus page indicate words to be discussed.
- Examples of what is shown on the page can be found and further expanded on in the learners' NVQ portfolios.
- Exemplify how the codes in the NVQ work. Using codes is covered in pages 1:7–1:8 (Finding the information you need).
- Exemplify the use of format (e.g. bullet points, headings and subheadings, sections and subsections, bold, italic and underlining) and how it helps in navigating the text.
- Using 1GEN4 or another relevant unit, read through all the information it contains and discuss each section, addressing any issues learners raise and relating each section to the points already discussed on the focus page.
  - **Introduction.** What is its purpose? (to summarise the whole unit) Point out the use of bullet points and codes. Look up or reword any words or phrases that puzzle learners.
  - **Glossary.** Ask learners to substitute the meanings of the words into one of the sentences in the unit to see if it makes more sense to them than the original (e.g. *identify health, safety and hygiene dangers when they occur*).
  - **What you must do (performance criteria).** Give small groups a task to think about (e.g. making a cup of tea). *How can we judge this task? Is it OK to just judge a task by the fact that it was completed? What about how long it took, how good the end result was, the cost of the process, whether it was completed safely? Was it successful by chance or because the person really knows how to make a cup of tea?* Select some performance criteria (What you must do) to unpick and summarise what actually needs to be done to achieve the

element and what types of evidence can be collected to satisfy the assessor. Unpick the sentence 'To meet the national standard you must ...'.

- **What you must cover.** Point out use of format. Reword each point.
- **What you must know.** Challenge learners to be the first to find and reword a particular code or reference (e.g. *Find K25. What does it mean?*)
- **Assessing performance.** This can provide useful information for a candidate when deciding on what constitutes evidence. Assist learners to interpret what this means for them.
- Compare the unit with another so that learners see similarities and that each unit is much like another in format; once the format and jargon is understood, the information in the unit can be better interpreted and used for portfolio building.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	All units at levels 1 + 2	C2.2
Rt/L2.3		
Rt/L2.6		
Rt/L2.8	1GEN4.3	
Rw/L2.1		
Rs/L2.1		

### Task 1

Define words already encountered on the focus page

Rw/L2.1

- Reiterate that the language is quite technical; learners need to take time to become familiar with it.
- Discuss ways to find and check definitions.
- Learners should find the definitions as given, then try to re-phrase them in their own words and try this out with colleagues, explaining what the words mean in their own words.
- These 'own-words' definitions could be shared with the group and an agreed version written up for all to see.
- You may need to model the first example, to ensure that learners understand the process.

### If the learner has difficulty

- If the learner has problems finding words in the glossary, refer to *Skills for Life* for further work on using reference material.
- Learners who have problems putting these definitions into their own words may not understand other aspects of the language. You will need to work with these learners to ensure that they can understand the purpose of the NVQ requirements, using language that they can understand.
- Give further examples and help learner to relate words to relevant parts of the NVQ.

### Extension

Read the introduction to the NVQ. Ask learners to extract words they do not understand and find out their meanings. Explain this to other learners.

### Task 2

Read parts of the NVQ and insert missing words

Rs/L2.1

Rw/L2.1

- All missing words can be found either on the focus page, task page, or in Unit 1GEN4 of the National Occupational Standards.
- Whilst this is a fairly straightforward cloze activity, it is a useful opportunity to encourage learners to read the information carefully.

### If the learner has difficulty

- Go through each section sentence by sentence, explaining difficult expressions. Again, expect learners to struggle to understand this rather formal language, but it is important that it is unpicked properly. Reading sentences aloud to learners, using the correct punctuation and stress can help them to interpret difficult language. This takes away the initial stress of struggling to de-code unfamiliar words. As learners become more familiar with the words they will be more able to focus on the meaning.
- Use a question-and-answer technique to cover each point.
- Ask other learners to share their explanations or to work in pairs for the whole task.

### Extension

- Learners could explain answers to a colleague.
- Look at further units.

### Task 3

Reword expressions commonly encountered in the NVQ

Rw/L2.1

Rt/L2.1

Work through the first example as a group before asking learners to devise their own explanation for each example.

#### *If the learner has difficulty*

- Work through the text for each example separately, explaining any difficult terms. Many learners will find these terms difficult, as they are expressed in a rather formal style that is likely to be unfamiliar to many learners. Be prepared to explain these terms until the group are all familiar with them.
- It is important that learners understand all aspects of these terms. This can be accomplished by discussing them in detail, using the question-and answer technique used in assessment.
- Use words and phrases in familiar situations relating to the personal experience of the learner.

#### *Extension*

Ask learners to find another phrase from the same section of the NVQ that contains unfamiliar words and to use their own strategies to decipher the meaning, then explain it to a partner.

### Theme assessment

Run a small quiz in which learners or pairs of learners have to find certain things in the NVQ as fast as they can, for example *How many elements are there in 2DS8? What is the title of unit 2R9?*

# What's an NVQ?

Once you understand the **jargon** you find in the NVQ in Hospitality, it makes the whole thing easier to understand.

What do the words National, Vocational and Qualification mean? What do they mean together?

**jargon:** n. words or expressions used by a particular profession or group that are difficult for others to understand  
(Concise Oxford Dictionary)

Who are People 1st?

You will have to collect **evidence** that you are doing your job according to the national standards set by **People 1st**. You will keep it in a **portfolio** of evidence.

**NVQ** stands for **National Vocational Qualification**. You will get the qualification for doing your job and collecting **evidence** that you can do it.

Put jargon into your own words to help you remember what it means. When you understand the jargon, use it yourself to make it more familiar.

Find out about things you do not understand. Ask a colleague or do an Internet search.

Use the codes to keep track of your evidence.

The NVQ Standards are divided into:

- **Units** that are divided into:
  - **Elements** that are divided into:
    - What you must do
    - What you must cover
    - What you must know

Some units are mandatory and some are optional.

**Unit 1GEN1 Maintain a safe, hygienic and secure working environment**

**ELEMENT 1GEN1.2 Help to maintain a hygienic, safe and secure workplace**

**What you must do**

To meet the national standard you must:

1. Keep a look out for **hazards** in your workplace

**What you must cover**

This element covers:

1. Hazards
  - a) relating to equipment
  - b) relating to areas where you work
  - c) relating to personal clothing

**What you must know**

For element 1GEN1.2

K8. The types of hazards that you may find in your workplace and how to deal with these correctly

K9. Hazards you deal with yourself and hazards that you must report to someone else

## Assessing performance

When assessed you have to show **evidence** that you have covered:

- All the points under 'What you must do' (1, 2, 3, etc.)
- All the points under 'What you must cover' (1 a), 1 b), 2 a), etc.)
- All the points under 'What you must know' (K1, K2, etc.).

**Evidence** to prove that you are competent can be given in many forms:

- observation by an assessor, colleague or supervisor
- products of work
- work-based projects
- simulations
- role-plays
- photographs

What are simulations?

# What's an NVQ?

## Task

### Task 1

- 1 Find the meanings of the words below in the glossary. Some of them are used on the focus page.
- 2 Explain these words to someone, in your own words.

assessment    evidence    competence    standard    mandatory  
optional    portfolio    simulation    verification    range

### Task 2

Complete these extracts from the pages of an NVQ.

- 1 \_\_\_\_\_ 1GEN4 Contribute to effective teamwork
- 2 \_\_\_\_\_ 1GEN4.2 Support the work of your team
- 3 To meet the national \_\_\_\_\_ you must:
- 4 When you have completed this unit, you will have proved that you can \_\_\_\_\_ to your own learning and development.
- 5 The \_\_\_\_\_ day-to-day activities you might carry out for this unit include getting feedback on what you do well and where you could improve.

### Task 3

Put these phrases into your own words. Explain them to a colleague.

- 1 Element 1GEN4.3  
To meet the national standard you must ask your team members for feedback on your work and deal with this feedback positively.
- 2 K11. You must know when you can and cannot provide help and support to others.

## PAGES 1:25–1:26

## Evidence for NVQ

## Occupational setting

Writing a statement that covers all the relevant points is a difficult task. The format for recording evidence will vary. Recognising situations in which routine workplace scenarios cover points is also a difficult skill. It relies on reading accurately and in detail. This theme develops some of the reading and writing skills needed for writing evidence statements.

## Materials

NVQ portfolio

Examples of other evidence that has been collected by previous trainees – video, photographs, tapes, witness statements

OHTs of performance criteria of your choice

Audio equipment

## Learning outcomes

- 1 To read and understand the points of an element of the NVQ (focus page, Task 1)
- 2 To use the information from the points of an element of the NVQ as an aid to writing information to be used as evidence (focus page, Task 1)
- 3 To construct a list of possible sources of evidence (focus page, Task 2)

## Introduction

- Ask learners to think of situations they have encountered at work that would cover a set of points from the 'What you must do' section of an element, as shown on your OHT or in the NVQ portfolio.
- Discuss what evidence learners would have to produce in order to fulfil the criteria. *Do they do this task? What evidence is there that they do this (e.g. records)?*
- Check that learners are familiar with all the words and phrases; for example, *What does 'in line with' mean?*

## Focus page

- This focus page acts as a model for how learners should be talking about evidence building, from reading and understanding the requirements outlined in the points to gathering evidence of performance, or developing an action plan to gather evidence. It is worth spending some time on this, as it will provide a model for learners to work independently in the future.
- Read through the points in the 'What you must do' section on the focus page. Make sure learners understand what the points are about and why they need to be assessed. Refer to the activity about these points in the previous theme.
- Set the scene for working as a team. When do learners do this in their workplace?
- How would the information about teamwork be amassed? Could any of it be used as evidence? What sort of evidence would be appropriate? Encourage learners to think creatively about this. List ideas on the board/flipchart.
- Look at the title for the element. What clues does it give as to the information needed to achieve it?
- Use the skills practised in the previous focus page to analyse the points. What information is required?
- List the evidence to be collected or make an action plan.
- Practise rewording the points as part of the oral evidence for an assessor.
  - Read out an item from the list in a 'What you must know' section and ask learners to highlight the part of the sentence that would begin an answer.
  - Give examples as necessary and role-play if required (i.e. you ask assessor questions based on the points from the 'What you must do section', which the learner answers).
- Repeat using written evidence. Look at the example of how to:
  - Use the wording in the points to write your own evidence statement, reflecting the words used in the point.

- Change ‘you’ to ‘I’ and ‘your’ to ‘my’.  
Practise this by giving learners an instruction using ‘you’. Ask them to carry out the instruction and then describe what they have done using ‘I’. This may be difficult for some learners. Remind learners to write the statement in the past tense. Each point will need further examples and practice.
- Read out a list from a relevant ‘What you must do’ section and ask learners to highlight the words ‘you’ and ‘your’ as you read. Read the list again and ask learners to highlight the action words. Using the highlighted words, practice changing ‘you must serve’ to ‘I served’, etc.
- Discuss with the group the purpose of checking underpinning knowledge. How can they improve their underpinning knowledge? How can they provide evidence of this?

Curric. refs	NOS/NVQ	Key Skills
Rw/L2.1	All units at	C2.2
Wt/L2.2	levels 1 and 2	C2.3
Wt/L2.4	1GEN4.3	
SLlr/L2.3		

### Task 1 5

Write evidence statements

Wt/L2.4

Wt/L2.2

Rt/L2.1

SLlr/L2.3

- Remind learners of the work done on the focus page.
- Set the scene of a dining room/restaurant.
- Check learners’ understanding of the purpose of each point in the ‘What you must do’ section. *What is the point about? What do you do in the workplace that matches what is described in the point?*
- Play the audio clip, asking learners to listen out for things that the head waiter says that matches what they have read in the ‘What you must do’ section.
- Discuss which words they will change to the past tense.
- In pairs, get learners to role-play assessor/trainee and ask/answer questions to cover each point.

### If the learner has difficulty

- Check first that the learner is able to read and understand the points. Identify words that are problematic and help learners to interpret them.
- Ask learners to highlight the verbs they will change to the past tense.
- Work through the task orally, questioning the learner or modelling responses if necessary.
- Check the learner has the vocational knowledge for this task. If not, use a different unit or element with which the learner is familiar.

### Extension

Ask learners to reword another unit and explain it to a colleague.

### Task 2

Identify evidence

Rw/L2.1

Wt/L2.2

Wt/L2.4

- Learners decide what evidence will be required to substantiate the point. You may need to work through this orally with learners, in order to get the full range of evidence.
- Encourage learners to think widely about a range of evidence types (e.g. copies of workplace documents, witness statements, photographs, etc.).
- Check learners’ understanding of the purpose of the point. How can the learner prove this?

### If the learner has difficulty

- Help learners to list or produce an action plan off-page.
- Check the learner understands what ‘evidence’ means.
- Check the learner has the vocational knowledge for this task.

### Extension

- In pairs, learners could practise answering the question in the light of their investigation/prior knowledge.
- The learner can produce an action plan for further points in the unit.

## Theme assessment

Ask learners to write a witness statement for a unit they are working on, checking that it covers everything in the 'What you must do' section. This activity could be completed in pairs or small groups.

# Evidence for NVQ

Focus

To get an element signed off, you need to show that you have covered each of the points in the 'What you must do' section.

You may have to write a personal statement, explain to somebody what you have done, take part in a role-play or simulation or collect a witness statement from somebody who has observed you.

Before you start, make sure you know **what** you need to do to collect your evidence and **how** you need to do it.

Read the heading and think about **when** this happens.

Read each point and think about **what** it actually means in relation to the way you do your job.

Think about **how** you can prove that you do each thing mentioned on the list. Make a list of evidence you need.

Think about **what** you can say to prove what you know about the things on the list and **how** you can improve your knowledge.

## Unit 1GEN4

### Element 1Gen4.2

Support the work of your team

#### What you must do

To meet the national standard you must:

1. give your **team members** help when they ask for it
2. make sure the help you give them is within the limits of your job role and does not prevent you from completing your own work on time
3. pass on important information to your **team members** as soon as possible
4. maintain good working relationships with your **team members**
5. report any problems with working relationships to the relevant person
6. **communicate** clearly and effectively with your **team members**

#### What you must know

K13. why it is important to help team members in their work

K14. the limits of your job role – what you can and cannot do when helping other team members

K15. what could be essential information that needs to be passed on to a member of your team and why you need to pass it on as soon as possible

When you write your evidence, use the words from the section you are talking about.

- Change 'you' to 'I' and 'your' to 'my'
- Write as if it happened in the past: 'I reported ...', 'I checked ...'

When you talk to the assessor, use the words from the item on the list as part of your answer. Make sure you understand the jargon.

K13 'It is important to help team members in their work because ...'

K14 'I read my job description to be clear about the limits of my job role.'

# Evidence for NVQ

## Task



### Task 1

5

You have to serve some diners with the lobsters they have ordered.

- 1 Listen to what the head waiter says.
- 2 Complete the sentences that say what has been done to cover all the points.
- 3 Explain each of your written answers to a friend as if explaining them to an assessor.
  - a I p\_\_\_\_\_ the customers with the correct cutlery to eat the lobster. I'm \_\_\_\_\_ sure they had all the condiments and accompaniments they needed.
  - b I s\_\_\_\_\_ the lobster from the correct platter and u\_\_\_\_\_ the silver tongs to serve it.
  - c I s\_\_\_\_\_ the lobsters from the platter onto the diners' plates.
  - d I r\_\_\_\_\_ the cutlery and crockery when the customers had finished eating.

#### Unit 2FS2

Serve food at the table

##### Element 2FS2.2

Serve customers' orders and maintain the dining area

##### What you must do

To meet the national standard you must:

1. provide customers with the correct **table items** for the food to be served at the appropriate times
2. serve food with clean and undamaged **service equipment** of the appropriate type
3. serve food of the type, quality and quantity required using the appropriate **service method**
4. keep the customer area clean and tidy
5. remove and replace used **table items** as required and maintain the correct stocks

##### What you must cover

This Element covers:

1. **Table items**
    - a) crockery
    - b) cutlery and silverware
    - c) glassware
    - d) napkins
    - e) condiments and accompaniments
  2. **Service equipment**
    - a) dishes, linens, flats
    - b) trays/trolleys
    - c) service cutlery and silverware
    - d) service cloths/linen
- Service method**
- a) plated items
  - b) served items

### Task 2

Make a list of all the types of evidence you could collect for point 4: 'keep the customer area clean and tidy'.

#### Tip

Make an action plan or list of what you have to do. This will focus your mind on what has to be done. Tick off your evidence as you collect it.

# Check it

Absence that commences in one sick pay year and continues into the next is deemed to be absence during the first year for the purpose of calculating sick pay entitlement, and payment will continue until entitlement is exhausted. Any further entitlement to payment during illness in the second year is dependent upon you returning to work in the second sick pay year for a minimum of 4 consecutive working weeks.

Please note that copies of the following pages of Source material are needed:

0:01, 0:02, 0:04, 0:11, 0:16

1 What does 'consecutive' mean?

- A managerial
- B in a row
- C effective
- D normal

Rw/L1.2; Rw/L1.3

2 What must you do in order to receive sick pay in the second year?

- A Go back to work for at least 4 consecutive weeks.
- B Go back to work for 2 weeks.
- C Tell them you are too tired to go back to work.
- D Calculate your own sick pay.

Rt/L1.1

3 Look at the Contents page from the staff handbook in the Source material (page 0:01). During an appraisal, your boss has suggested that you will soon be ready for promotion. Which page should you look at to find out more?

- A page 8
- B page 18
- C page 28
- D page 38

Rt/L1.4; Rt/L1.5

4 Look at the Organisation chart in the Source material (page 0:02). Who are the Breakfast cooks responsible to?

- A Head chef
- B Head chef and Restaurant manager
- C Restaurant manager
- D Restaurant manager and Restaurant supervisor

Rt/L1.4

### 3. About the accident

Say when it happened.

Date 2/10/2005 Time 12.35

Say where it happened. Kitchen

Describe how it happened and any injury caused.

Mike was taking soup to the customers in the corner.

He tripped over the worn part of the carpet.

The soup went all down the man at table 4 and scalded his neck.

It splashed all over my new trousers too - I was really angry!

**Sign and date the record**

Signature K Gough

Date 3/10/2005

5 Which of these sentences should not be in the accident report?

- A Mike was taking soup to the customers in the corner.
- B He tripped over the worn part of the carpet.
- C The soup went all down the man at table 4 and scalded his neck.
- D It splashed all over my new trousers too - I was really angry!

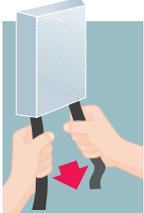
Rt/L1.1

6 How many things **must** you do when using a fire blanket?

- A 5
- B 6
- C 7
- D 8

Rt/L1.2

### Fire Blanket



Pull down tabs



Pull edges of blanket over hands  
Approach fire and smother  
Turn off heat



Leave blanket in place over the fire  
Call the fire brigade  
Never reuse blanket

7 Look at the Ground floor plan in the Source material (page 0:16). Which is the best set of instructions to get from Conference room 1 to the toilets?

A Over there.

B Go straight across the restaurant and they are straight ahead of you.

C Go across the restaurant and into the bar which is the second door on your right. Continue straight through the bar and out into reception. You'll see the toilets on your left.

D Go across the restaurant. Watch out for the waiters - they're carrying hot food. The bar is in the corner. If you go through there you'll get to reception. They'll tell you where the toilets are.

SLc/L1.3; Rt/L1.3

8 Look at the Lunch menu extract in the Source material (page 0:04). A regular customer who is vegetarian orders a BLT sandwich. What would your advice to her be?

A You'll be able to eat the lettuce and tomato but you won't like the bacon.

B Having an off day from being a veggie are we?

C Stick to the ones with 'V' by them and you'll be OK.

D This sandwich contains meat. Perhaps you'd like to choose one of the vegetarian options, which are marked with a 'V'.

Rt/L1.4; SLc/L1.3

**a On hearing the alarm:**

**b Report to the assembly point in the car park.**

**c Leave the building by the nearest exit.**

**d Close the doors behind you.**

9 The correct order for these instructions is:

A a,b,c,d

B a,d,c,b

C a,c,d,b

D a,d,b,c

Rt/L1.2

10 Look at the General health and safety policy and procedures for Reception in the Source material (page 0:11). Which of these statements is **not** true?

A Plants and furniture which people might walk into should have a warning sign attached to them.

B Reception staff should make sure all the fire exits are clear.

C There should be a warning sign by any newly polished floors.

D There should be an 'Out of order' sign on all damaged electrical equipment.

Rt/L1.5

# Audio

PAGE 1:14

## Dealing with problems

### Task 2 1

OK, can you ask the porter to fetch the wet floor sign. Meanwhile, go and stand by the spillage to stop people coming near it. When the warning sign arrives, put it in a position where people can see it clearly. I'll get on to the cleaning staff to get the mess mopped up.

PAGE 1:15

## Following procedures

### Focus page 2

**Receptionist:** Good morning, Lisa speaking. How may I help you?

**Caller:** Listen carefully. I'm not going to repeat myself. There's a bomb in your hotel. You've got ten minutes before it explodes and then ... Do you understand?

**Receptionist:** I see. Where have you left the bomb?

**Caller:** It's in the lobby but don't try to find it.

**Receptionist:** What time will it go off?

**Caller:** I said in ten minutes – that's half past eleven.

**Receptionist:** What does it look like?

**Caller:** That's enough. Just get everybody out.

### Task 2 3

**Receptionist:** Good evening, Carl speaking. How may I help you?

**Caller:** You can help me by telling everybody that the restaurant is going to be blown up because you sell food at such blown up prices. Ha ha. Get it? Blown up prices. Everybody out. Let's see 'em all on the street. I've always wanted to do this. Hurry up, my boy. I'm going outside to watch.

### Task 3 4

**Receptionist:** Good afternoon, Amanda speaking. How can I help you?

Hello. This is the ... bolition Society. To raise awareness of our protest we have planted a bomb in the bar of your premises. You will find it ... It is set to go off at 6 pm unless our demands are met. Firstly we demand ... After that they must all be allowed their freedom. Do not tell the police or we will detonate the device early. We are watching you. You will hear from us again in half an hour at 4:30.

PAGE 1:26

## Evidence for NVQ

### Task 1 5

Table 4 have all ordered lobster. You must make sure that you provide the correct cutlery to eat it with. Also, make sure they have all the condiments and accompaniments they need – they're paying a lot of money! Serve each lobster on a silver platter. Use the silver tongs to lift each one as you serve it onto the diner's plate. When the diners have finished eating, remove all the crockery and cutlery and make sure the table is clean and tidy.

# Answers

## PAGES 1:1–1:4

### Information at work

#### Task 1

- 1 Contents page from the staff handbook; includes a list of page numbers (0:01)
- 2 Organisation chart (0:02)
- 3 Function sheet for the Conglomerate Hotel (0:03)
- 4 Lunch menu extract (0:04)
- 5 Daily rota (0:05)

#### Task 2

- 1 suitable for vegetarians
- 2 contains nuts
- 3 a Health and safety  
b Pension scheme  
c Salaries  
d Organisation chart
- 4 Restaurant supervisor and Conference & events supervisor
- 5 Salisbury Suite
- 6 12
- 7 Linen
- 8 Waiter G

#### Task 3

The answers can be found in the extracts on pages 1:3 and 1:4.

- 1 Fire alarms in rooms
- 2 Waldorf salad
- 3 Page 31
- 4 Diagram 3
- 5 Restaurant supervisor and breakfast cooks
- 6 Things personnel must have done to gain product knowledge
- 7 You should not touch it with bare hands or overfill it.
- 8 9 or under
- 9 Fold in half lengthways, taking left edge over right.
- 10 TV and video
- 11 Page 28
- 12 £4.50

## PAGES 1:5–1:6

### Health and safety information

#### Task 1

- 1 On the right-hand side
- 2 On the left-hand side
- 3 In the middle

#### Task 2

This section gives you a list of publications you can buy for more information about Health and Safety Law

#### Task 3

Depends on the learner's workplace

## PAGES 1:7–1:8

### Finding the information you need

#### Task 1

- 1 The Last Resort Hotel, Restaurant and Conference Centre Staff Handbook
- 2 Section 2
- 3 9
- 4 Information about the personal appearance of reception staff
- 5 No (they would look at 3:6)
- 6 Yes (plain wedding bands are acceptable)
- 7 Never
- 8 Denim is not allowed
- 9 Other piercings are allowed if permission is given by the restaurant manager. The word 'if' tells you that you may not get permission.
- 10 No (green)

## PAGES 1:9–1:10

### Following instructions

#### Task 1

- 1 a 'acknowledge' means greet or welcome  
b 'in accordance with' means in agreement with  
c 'pristine' means perfect

- 2 implement
- 3 observe; follow; inform

**Task 2**

- 1 True
- 2 True
- 3 False
- 4 False
- 5 True
- 6 True
- 7 False
- 8 False

**Task 3**

You may have written something like this:

**HOLIDAYS**

The holiday year starts on 1st November and ends on 31st October.

You are allowed \_\_\_ hours off every year.

If you start work in the middle of the holiday year, your holiday hours will be reduced in proportion.

You cannot keep holiday hours from one year to the next.

When you hand in your notice, you will get paid for any holiday hours that you have not used.

If you have already used too many holiday hours, money will be taken away from your last wages.

**PAGES 1:11–1:12**

**The staff handbook**

**Task 1**

- 1 True
- 2 True
- 3 True
- 4 True
- 5 True

**Task 2**

- 1 a limitations – restrictions
- b discretion – judgement; opinion
- c aggregated – combined; added up
- d subsequently – later; afterwards
- e procedure – method; way of doing things

**Task 3**

- 2 You may have written something like this:

The company may decide not to give you sick pay if you are off sick because of something that has happened outside work. If they do decide to pay you and later on you get some money from an insurance claim or something like that, then you have to pay back your sick pay to the company.

**PAGES 1:13–1:14**

**Dealing with problems**

**Task 1**

- 1 and 2

You may have spotted and discussed these things:

Danger	Company's procedure for dealing with situation
The carpet has come away from the gripper that was holding it in place and is curling up at one corner. People could trip over this. (This information is found under 'Trips, slips and falls'.)	Put up a sign warning people to keep away. Call the Maintenance department to repair the carpet.
Some suitcases are blocking one of the fire exits. This poses a fire risk. (This information is found under 'Fire risks'.)	Get the suitcases removed straight away. Report situation to the supervisor.
The vacuum cleaner lead is across the floor where guests and other staff members could trip over it. (This information is found under 'Trips, slips and falls'.)	Unplug the vacuum cleaner, coil up the lead and then move the cleaner to a safe place out of the way.
The plug for the coffee machine has a frayed flex with exposed wires. This could cause electrocution or start a fire. (This information is found under 'Electric shock'.)	Switch off the machine. Put an 'out of order' sign on it. Report damage to the Maintenance department and to the supervisor.

- 3 The vacuum cleaner lead probably needs to be sorted out first, as it is in the way of people walking in and out of the lobby, posing an immediate trip risk. The carpet also needs to be mended quickly, but it is slightly more out of the way of people walking.

### Task 2

You may have written something like this:

- 1 Ask the porter to fetch a wet floor sign.
- 2 Stand by the spillage to stop others coming near it.
- 3 Put the warning sign in a position where people can see it clearly.

## PAGES 1:15–1:16

### Following procedures

#### Focus page

<b>BOMB THREAT ACTION CARD</b>	
(SIDE A to be completed during the telephone call)	
<b>KEEP CALM – ACT NORMALLY</b>	
<b>LISTEN VERY CAREFULLY TO THE CALLER</b>	
1	Take down the exact words of the message: <i>Listen carefully. I'm not going to repeat myself. There's a bomb in your hotel.</i> <i>You've got ten minutes before it explodes and then... Do you understand?</i>
2	When the message has been given, ask the questions below (unless the information is in the message): Where is the bomb? <i>In the lobby</i> What time will it go off? <i>11:30 am</i> What kind of bomb is it? ( <del>incendiary</del> /explosive) (delete as necessary) What does it look like? _____ Why are you doing this? _____
3	When the call is finished: Make a note of the time: <i>11:20 am</i> Inform the duty manager. List the details relating to the caller on the reverse of this card. (Side B)

### Task 1

You may have written something like this:

- 1 appropriate – suitable; right
- 2 determine – decide
- 3 genuine – real
- 4 rational – sensible; logical
- 5 rambling – confused
- 6 speech impediment – anything that makes speech unclear, such as a stutter, lisp or stammer
- 7 intoxicated – drunk
- 8 spontaneous – natural; on the spur of the moment
- 9 specify – state; say

### Task 2

You should have ticked the following:

SEX AND AGE – woman, old

SPEECH – rambling, intoxicated

MESSAGE – spontaneous, joking

ANY OTHER INFORMATION: Could be in a nearby pub

### Task 3

**Side A:** The main parts of the message are the important parts. It does not matter if the spelling is incorrect or if you have used abbreviations, as long as you can understand it. You may have written something like this:

- Unnamed society called.
- Bomb planted in bar as protest.
- Exact location unclear.
- Will go off at 6 pm if demands not met.
- Demands unclear.
- Bomb to go off early if police told.
- Hotel being watched.
- Caller will ring again in 30 mins at 4:30.
- No chance to ask questions – caller rang off.
- Call timed at 4 pm.

**Side B:** You could have ticked all or some of these:

- SEX AND AGE – man
- SPEECH – rational
- MESSAGE – read, serious
- BACKGROUND NOISE – typing
- TELEPHONE – mobile phone

**PAGES 1:17–1:18**

**Incident report forms**

**Task 1**

Details to be included in Part 3 of the form:

- date of the accident
- a short description of how it happened
- the injury caused
- the time the accident happened
- where the accident happened.

**Task 2**

I was walking towards the leisure centre. The customer was walking towards me along the corridor. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault – she was being careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning the floor. Either that or a child had run along the corridor dripping wet from the swimming pool. I asked the manager to come and look at her.

**Task 3**

You may have written something like this:

I slipped on something like water on the floor. I fell down heavily onto my left wrist. The chambermaid fetched the manager. The manager told me to go to casualty. My wrist turned out to be badly sprained.

**PAGES 1:19–1:20**

**Signs and symbols**

**Focus page**



This symbol is usually seen in a red circle with a line through it. It means ‘no unauthorised access’ or persons.

This symbol is usually seen in a blue circle. It means you must wash your hands.

This symbol is usually seen in a green rectangle. It is an information sign that means ‘fire exit’.



= parking



= telephone

**Task 1**

Meaning of sign	Matching symbol	Shape
No dogs	2	b
Danger – high voltage	3	d
Drinking water	1	a
Fire door – keep shut	4	c

**Task 2**

- 1 (Kitchen) = a (Wash hands)
- 2 (Restaurant) = f (No smoking)
- 3 (Main entrance door) = e (Fire exit)
- 4 (Next to toilets) = g (Disabled toilets sign)
- 5 (Storeroom) = c (No unauthorised persons)
- 6 (Car park) = d (Parking)
- 7 (Lake) = b (Danger – deep water)

**PAGES 1:21–1:22****Safety equipment information****Task 1**

- 1 Do not
- 2 False (you can use foam or water)
- 3 At the base of the fire
- 4 No
- 5 Electricity
- 6 True
- 7 Live electrical equipment
- 8 Foam
- 9 Carbon dioxide, foam

**Task 2**

Show your completed table to your teacher.

**PAGE 1:23–1:24****What's an NVQ?****Task 1**

assessment – a review or check to make sure you can do something

evidence – facts which show something, proof

competence – skill, ability

standard – level of competence

mandatory – compulsory, must be done, required by law

optional – possible, chosen

portfolio – collection of work, file

simulation – a pretend situation, something that is like real life

verification – proof, confirmation

range – extent; different situations in which a person may be expected to perform competently

**Task 2**

- 1 Unit
- 2 Element
- 3 standard
- 4 contribute
- 5 typical

**Task 3**

You may have written something like this:

- 1 Be positive when other people give you feedback at work.
- 2 Understand when it is OK to help your workmates.

**PAGES 1:25–1:26****Evidence for NVQ****Task 1**

- 2 a I provided the customers with the correct cutlery to eat the lobster. I made sure they had all the condiments and accompaniments they needed.
- b I served the lobster from the correct platter and used the silver tongs to serve it.
- c I served the lobsters from the platter to the diners' plates.
- d I removed the cutlery and crockery when the customers had finished eating.

**Task 2**

You may have written something like this:

- Photograph of the customer area
- Personal statement
- A witness statement from an observer
- Copies of relevant workplace policies/procedures

**Check it**

- |     |      |
|-----|------|
| 1 B | 6 B  |
| 2 A | 7 C  |
| 3 D | 8 D  |
| 4 B | 9 C  |
| 5 D | 10 A |