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# Integrated assignments

## Introduction

There are two integrated assignments supporting these materials:

- 1 Risk assessment
- 2 Customer service.

These provide learners with an opportunity to extend and apply the skills they have developed within their vocational course and through the use of these materials. They are structured in a similar style to Key Skills assignments, but the content reflects learning from particular modules.

## Introducing the assignments

Teachers should go through the assignments with learners to check that they understand the tasks and have strategies for tackling each one. Learners can be asked to produce an action plan or checklist, to ensure that they are clear about the demands of each task within the assignment. Learners should be made aware of the signposting to the relevant modules within the Embedded Learning materials if they need to look back and check some skills.

## Assessing learners

Learners are expected to complete tasks independently with the minimum of teacher input. The marking scheme identifies the units and elements of the National Occupational Standards, Key Skills and the Adult Core Curricula for Literacy and Numeracy.

Learners' performance can be assessed on all three aspects of the task or one specific area. Coverage of the National Occupational Standards includes some performance criteria and/or underpinning knowledge from the NVQ. Additional questioning or observation of tasks may provide sufficient evidence for learner portfolios.

# Integrated assignment 1

## Risk assessment

Health and safety is very important in the workplace. Your employer is responsible for providing a safe working environment. You are also responsible for your *own* health and safety and the health and safety of *others*. This includes your workmates, customers and other members of the public.

In this assignment you can show your knowledge of health and safety issues within your own work area. You will need to complete Parts A–D.

- A** Complete a risk assessment for a job at work.
- B** Research two hazards and safe methods of work.
- C** Describe an accident using an Accident report form.
- D** Make a list of people who would be involved in investigating an accident.

### PART A

- 1** Think about a job or task that you may be asked to do at work. Write a brief description.
- 2** Use the risk assessment table on the next page to list any risks or hazards related to this task. These may be risks that apply to your work role in general or risks that are related just to this task.

Think about:

- the people involved
  - the materials or equipment being used
  - the work area.
- 3** Complete the risk assessment table on the next page to show what action you think should be taken to ensure safe working, and identify who is responsible for this action.

If you have any problems with this task you can look at the health and safety information in the embedded paper-based materials Module 4: Working effectively.

## Risk assessment table

Description of task:		
Hazard or risk	Methods or actions to ensure safe working	Person responsible

### PART B

Find out as much as you can about two of the hazards you have identified and the methods you can use to protect people.

Make sure you have included the following:

- what the hazard is
- how it affects people in your workplace
- methods you can take to avoid accidents
- actions to take if an accident happens.

Present your findings using graphics.

#### Sources of information and evidence you can use

- Workplace policies and procedures
- Leaflets or booklets from the Health and Safety Executive (HSE)
- The Internet, e.g. [www.hse.org.uk](http://www.hse.org.uk)
- Photographs with explanations
- Drawings or plans of the work area
- Examples of safety signs and symbols that relate to this work area
- A colleague or supervisor

Photocopy and highlight anything that relates to the hazards you have identified.

If you have any problems with this task you can look at the health and safety information in the embedded paper-based materials Module 4: Working effectively.

#### Note

You may want to add more information to the Risk assessment table in Part A after you have completed your research.

## PART C

Think again about the safe working methods for this job. What might happen if these are not used? Discuss this with your teacher or with a partner.

Think about a possible accident that may occur. Use this information to complete an Accident report form. (Use the Accident report form from the Source material or download a form from the RIDDOR website [www.riddor.gov.uk](http://www.riddor.gov.uk).)

*Before you start to complete the Accident report form, you may find it useful to make notes using the headings from the form.*

## PART D

Make a list of all the people who would be involved in reporting and investigating an accident in your workplace.

Make sure you find out what each person is responsible for.

Explain this to a colleague or your teacher.

If you have any problems with either of these tasks you can look at the embedded paper-based materials Module 4: Working effectively.

If you have any problems with this task, talk to your health and safety representative.

<b>Retail Integrated assignment 1: Risk assessment</b> This assignment relates to Unit E6 of the Occupational Standards and practises the skills developed in the health and safety areas of Module 4: Working effectively in the Embedded Learning materials.						
Part A: Complete a risk assessment for a job at work.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
E6.1 (1, 2 & 3)	• Take all necessary action to reduce risks in the workplace.			Wt/L1.2  HD1/E3.4	• Judge how much to write and the level of detail to include. • Organise and represent information in different ways so that it makes sense to others.	
And shown knowledge and understanding of the following: Unit E6.1 (4 and 5)						
Part B: Research two hazards and safe methods of work.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
E6.1 (1, 2 & 3)	• Identify potential risks and take precautions.			Rt/L2.2  Slc/L1.2  Wt/L2.4  Wt/L2.6	• Read and understand a range of information from different sources. • Make requests and ask questions to obtain information in familiar and unfamiliar contexts. • Use format and structure to organise writing for different purposes. • Use different styles of writing for different purposes.	
And shown knowledge and understanding of the following: Unit E6.1 (4 and 5)						

Part C: Describe an accident using an Accident report form.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
E6.2 (1)	<ul style="list-style-type: none"> <li>Deal effectively with incidents that occur in the workplace.</li> </ul>			Wt/L2.2 Wt/L2.3 Wt/L2.4 SLd/L1.1	<ul style="list-style-type: none"> <li>Judge how much to write and the level of detail to include.</li> <li>Present information and ideas in a logical sequence.</li> <li>Use format and structure to organise writing for different purposes.</li> <li>Follow and contribute to discussions on a range of straightforward topics.</li> </ul>		
And shown knowledge and understanding of the following: Unit E6.2 (2 and 3)							
Part D: Make a list of people who would be involved in investigating an accident.							
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
E6.2 (1&2)	<ul style="list-style-type: none"> <li>Deal effectively with incidents that occur in the workplace.</li> </ul>			Wt/L1.5 SLc/L2.4	<ul style="list-style-type: none"> <li>Use format and structure for different purposes.</li> <li>Present information and ideas in a logical sequence and provide further detail and development to clarify or confirm understanding.</li> </ul>		
<b>Key Skills:</b> Successful completion of this assignment will cover the following Key Skills: Part A and Part C – Level 1 C1.3 Write two different types of documents ... Part B and Part D – Level 2 C2.2 Read and summarise ...; C2.3 Write two different types of documents ...; C2.1b Give a short talk.							

# Integrated assignment 2

## Customer service

Customer service is very important in retail. Good customer service can be the one thing that makes a customer return again and again. Good customer service depends on a range of good communication skills in order to recognise and respond to customers' needs.

In this assignment you will collect important information from customers to pass on to your supervisor in order to help improve the service provided. You will need to complete Parts A–D:

- A** Read and make notes on customer service guidelines.
- B** Make a customer questionnaire from the guidelines.
- C** Use the questionnaire to ask customers questions.
- D** Present customers' answers in an interesting and useful way.

### PART A

- 1** Find the customer service guidelines in your staff handbook or the induction materials you have been given at work.
- 2** Make a note of the main points, which may cover such things as:
  - staff appearance such as what to wear
  - store appearance – clean, tidy and attractive displays
  - meeting and greeting customers when they come in
  - recognising customers' needs
  - offering help
  - being polite
  - giving prompt service
  - knowing about products, including where things are in the store
  - dealing with problems or complaints.

### PART B

Use your notes to write questions you can ask customers to find out what they think of the service.

Choose questions that will tell you what customers think about:

If you have any problems with this task you can look at the embedded paper-based materials 'Find your way around the staff handbook' Module 1: Customer service, or ask your supervisor.



- the way staff look and speak to them
- how helpful staff are
- areas that could be improved.

You should ask at least six questions, but you can ask more if you want to.

The examples below show different ways you could write your questions and record the answers. You might use one or more of these styles or you can use your own ideas.

#### Example questionnaire style 1

1 Do you find staff in this store friendly?

Yes ☒ No ☐ Don't know ☐

Write your questions in clear and polite language.

Tick boxes are a quick way to note answers but it means you can only ask simple questions that do not require detailed answers.

#### Example questionnaire style 2

1 What score out of 5 would you give this store for the way the goods are displayed?

1 2 3 ④ 5

A scoring system of 1–5 gives customers a wider range of answers. You can circle the number for speed. You will need to be able to explain the system to customers.

#### Example questionnaire style 3

1 Is there anything you would like to see improved or included in our service?

*Keep products on the same shelves – no reorganising.  
More cashiers at tills = fewer queues.*

Writing in the answers takes longer but you will get more information. Keep notes short – but make sure you can read them!

#### Note

- For the three questionnaire styles above consider:
  - how easy it will be to ask the questions
  - how easy it will be to report the answers in part D
  - how much information the answers are likely to give.
- Consider the questions you want to ask and choose the style that will give you the best answer to each question.

If you have any problems with this task, ask your supervisor for advice.

## PART C

You can now use your questionnaire to ask customers questions about the service.

You need to speak to at least 20 customers in order to get a good range of people that shop in your store.

You might also consider asking a mix of the following customers:

- male and female customers
- different age groups
- regular and new customers (you may need to check this).

Be polite at all times.

## PART D

Present customers' answers in a way that will be interesting and useful to your colleagues.

You can:

- write it as a short report using the questions as subheadings and summarising the answers
- make an information leaflet that explains the results of the questionnaire
- make a poster of 'good' and 'bad' points about the service according to customers
- explain what you found out to your supervisor and make suggestions for what you think could be done to make improvements.

### Note

You need permission from your supervisor or manager before you do this.

### Note

Think of the best way to use the information you have gathered in order to raise awareness of customer service in your workplace.



- You can make a leaflet or poster more interesting by using bright colours and adding pictures or photographs.
- You could prepare your information on computer and use some of the graphics.

## Mapping information

Adult Core Curriculum	Key Skills	National Occupational Standards/NVQ
SLc/L1.1, SLc/L1.2, SLc/L1.3 SLd/L1.1 SLc/L2.4 Rt/L1.3, Rt/L1.4 Rt/L2.2 Wt/L1.1, Wt/L1.2, Wt/L1.4 Wt/L1.5 Wt/L2.2, Wt/L2.3, Wt/L2.4 Wt/L2.6 HD1/E3.4	C1.3, C2.2 C2.1, C2.3	E6 Contribute to maintaining a safe and healthy workplace  D1 Give customers a positive impression of yourself and your organisation  D2 Support customer service improvements

**Retail Integrated assignment 2: Customer service**

This assignment relates to Units D1 and D2 of the Occupational Standards and practises the skills developed in Module 1: Customer service of the Embedded Learning materials.

**Part A: Read and make notes on customer service guidelines.**

NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
D1	Give customers a positive impression of yourself and your organisation.			Rt/L1.3	Identify the main points and specific detail.		
D2	Support customer service improvements.			Rt/L1.4	Use organisational and structural features to locate information.		
				Wt/L1.1	Plan and draft writing.		

**Part B: Make a customer questionnaire from the guidelines.**

NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved	Achieved with support
D1	Give customers a positive impression of yourself and your organisation.			Wt/L1.2	Judge how much to write and the level of detail to include.		
D2	Support customer service improvements.			Wt/L1.4	Use language suitable for purpose and audience.		
				Wt/L1.5	Use format and structure for different purposes.		

Part C: Use the questionnaire to ask customers questions.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
D1	Give customers a positive impression of yourself and your organisation.			SLc/L1.1	Speak clearly in a way that suits the situation.	
D2	Support customer service improvements.			SLc/L1.2	Make requests and ask questions to obtain information in familiar and unfamiliar contexts.	
Part D: Present customer answers in an interesting and useful way.						
NOS/NVQ refs	Performance criteria	Achieved	Achieved with support	Core curriculum refs	Core curriculum elements	Achieved with support
D1	Give customers a positive impression of yourself and your organisation.				The following elements may be covered in the written presentation choices.	
D2	Support customer service improvements.			Wt/L1.2	Judge how much to write and the level of detail to include.	
				Wt/L1.4	Use language suitable for purpose and audience.	
				Wt/L1.5	Use format and structure for different purposes.	
					The following element is covered in the spoken presentation choice.	
				SLc/L1.3	Express clearly statements of fact, explanations, instructions, accounts and descriptions.	
<b>Key Skills:</b> Successful completion of this assignment will cover the following Key Skills: Part A – Level 1 C1.2 Read and obtain information ...; Level 1 C1.3 Write two different types of documents (notes) ... Part B – Level 1 C1.3 Write two different types of documents (questionnaire) ... Part C – Level 1 C1.1 Take part in a one-to-one discussion. Part D – EITHER Level 1 C1.3 Write two different types of documents (if writing choice taken) OR Level 1 C1.1 Take part in a one-to-one discussion (if spoken choice taken).						



# Source material

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# Performance criteria from Unit D1 of the Occupational Standards

## D1

Give customers a positive impression of yourself and your organisation

In order to perform this unit successfully you need to:

**Establish effective relationships with customers by:**

- A. Meeting your organisation's standards for appearance and behaviour
- B. Greeting your customers in a way which is appropriate to their needs
- C. Communicating with your customers in a way which makes them feel valued and respected
- D. Identifying and confirming the needs and expectations of your customers
- E. Treating your customers courteously and helpfully even when you are working under pressure
- F. Maintaining communication with your customers to ensure that they are kept informed and reassured
- G. Adapting your behaviour to respond effectively to **different customer behaviour**

**Respond appropriately to customers by:**

- H. Responding appropriately to customers who indicate that they need or want your attention
- I. Selecting an appropriate **way of communicating** with your customers to suit their individual needs
- J. Responding promptly and positively to your customers' questions and comments
- K. Allowing your customers time to consider your response and giving further explanation when appropriate
- L. Checking with your customers that you have fully understood their needs and expectations

**Communicate information to customers by:**

- M. Quickly locating information which will help your customer
- N. Giving your customers the information they need about the products or services offered by your organisation
- O. Recognising information that your customers might find complicated and checking whether they fully understand
- P. Explaining clearly to your customers any reasons why their needs or expectations cannot be met

# Baby and toddler car seats

- 1 Easy-carry car seat, rocker and feeding chair in one.** Foldaway carrying handle and washable, removable covers. Age from birth–9 months.

**ORDER 86904 £46.99**

- 2 Portable car seat.** Removable covers for easy washing. Back removes to form booster seat for older child. Age from 12 months–2 years.

**ORDER 85601 £61.99**

- 3 Deluxe car seat and booster seat in one.** Luxurious padded seat with washable covers. Comes in a choice of 3 patterns. Age from 9 months–2 years.

**ORDER 89352 £59.99**

- 4 Economy car seat.** Age 9 months–4 years. Three-point lap and diagonal belt. Padded seat.

**ORDER 815402 £34.99**

- 5 Comfort-care car seat.** Age 9 months–2 years. Deep sideways head and body support. Foam padding for comfort. Removable, washable padded covers. Back removes to form booster seat for older child.

**ORDER 80773 £49.99**

- 6 Two seat plus.** Booster seat and cushion in one. Lifts child to correct height for seat-belt wearing. Removable trim. Forward facing only (not to be used with passenger airbag). Age 3–11 years.

**ORDER 881403 £42.99**

# Role-play cards

## CUSTOMER CARD

1

This is the first time you have complained about anything and you are feeling quite embarrassed about it. You don't want to cause a scene, but you don't want to be walked over either!

## ASSISTANT CARD

1

You are having some personal problems at home and things are very stressful. On top of this you have had a busy day and you are feeling quite ill. The last thing you need is a complaining customer!

## CUSTOMER CARD

2

You often have to make complaints in this shop about the goods and the service. This latest problem has really annoyed you and you are not going to take any more!

## ASSISTANT CARD

2

The policy in your store is that the service assistant should deal with complaints and not involve managers unless it is essential. Can you satisfy the customer without involving the manager?

# SAVECARD customer loyalty card scheme

## SAVECARD

Customer Loyalty Card Scheme



### INFORMATION FOR STAFF

The SAVECARD is a customer loyalty card scheme designed to help customers save money on their shopping bill.

Customers receive one point for every £1 spent in the store.

Every 3 months, customers receive a statement updating them on how many points they have accumulated. Vouchers are also sent with the statement if the customer has earned over 150 points during that 3-month period.

Customers can join the scheme at any time by filling in an application form with their personal details and posting it in the box in the store. The customer leaflets contain the application forms. Postage is free of charge.

Customers can start using their cards straightaway. The card can be found in the customer leaflet. Customers should sign the back of the card and hand it to the cashier each time with their shopping.

### Lost cards

Lost cards can be replaced automatically if the customer calls the free Helpline.

☎ 0800 390155.

The Helpline is open Monday to Friday 9 am–7 pm.

Read the customer information leaflet for further information or visit the website on [www.savecard.com](http://www.savecard.com)

# Refunds and exchanges policy



## *Jones and Sons*

### **REFUNDS AND EXCHANGES POLICY**

1. A refund or exchange will be given for any item that is brought back:
  - in mint condition
  - with a receipt.
2. A credit note should be issued if the customer does not have a receipt and does not wish to exchange the item for another product.
3. Credit notes can only be redeemed for their face value; no change can be given.
4. You are legally obliged to give a refund if the product is faulty, even if the customer does not have a receipt, provided it was bought from one of our stores.
5. Whenever a customer brings back for refund an item that was originally bought using a credit/debit card, the refund must be made through the same card. You are not allowed to give any part of the refund in cash or vouchers.



# Customer returns information

## Faulty Products

### Returning products within 7 days

If you return your product to us unopened within 7 days we will exchange it or refund your money provided that:

- the product was not ordered especially for you; and
- you show your receipt; and
- the item does not come under the hygiene regulations.\*

\*Products that come under hygiene regulations are shavers, hair care products, electric toothbrushes and headphones.

### Returning products within 28 days

We will replace a faulty product which is returned within 28 days if:

- the product is in 'as-new' condition; and
- you show your receipt.

We will refund you for a faulty product which is returned within 28 days if:

- the product is in 'as-new' condition; and
- the product is complete with the original box, packaging and accessories; and
- you show your receipt.

If not faulty, software, pre-recorded video tapes, DVDs and CDs must be returned unused and sealed.

### 14-day mobile phone exchange

We will exchange or refund your mobile phone within 14 days if:

- the mobile phone and SIM card have not been used; and
- the product is complete with the original box, packaging and accessories; and
- you show your receipt.

### Returning products after 28 days

All products carry a minimum one-year guarantee (not including consumable products; see below). If you return a faulty product after 28 days we will repair it free of charge.

This does not apply:


- to faults caused by accident or misuse;
- to pre-recorded video tapes, software and CDs.

Consumable products are batteries, films, tapes, vacuum cleaner bags, filters and so on.

### Returning software, pre-recorded tapes, DVDs and CDs after 28 days

Items of software, pre-recorded video tapes, DVDs and CDs that are faulty under warranty will be exchanged for the same title or a refund will be given.

# Improving product knowledge checklist

IMPROVING PRODUCT KNOWLEDGE 	
Examine products in the department, including reading labels and information from leaflets or catalogues	
Listen to more experienced members of staff selling products	
Demonstrate/try products	
Ask or listen for customer feedback on items they have purchased	
Walk round the store to find out where different products are on display	
Know about stock ordering systems and availability	
Read information in magazines from suppliers	
Attend regular training/updating sessions	

# Moika mobile phone product information

## NEW MOIKA PHONE LAUNCHED

The new top-of-the-range Moika 8392 pay-as-you-go mobile phone has finally reached the shops. This new and updated model replaces the Moika 8391 and costs £150 more. It now has a downloading facility for anti-virus software.

It is set to be a good seller due mainly to its excellent picture quality and improved design.

## Ban 124 virus causes alarm

**A new virus that is designed to attack mobile phones has been discovered.**

**The Ban 124 virus attacks the operating system used by several makers of mobiles, including Moika.**

**The virus was probably designed by an international group of hackers. It affects phones by writing 'Ban' on the screen. However, it does not cause any further damage.**

### Moika 8392

Features include a night-mode camera, 65,000-colour screen, personal organiser, picture messaging and brand new ring tones.

NEW built-in anti-virus software facility.

Order 909-201

**£251.95**

To download anti-virus software on the Moika phone:

1. Press the green 'V' button on the left of the phone.
2. Go to 'auto virus' and select 'Download' from the menu.
3. Choose 'scan now'.
4. Wait for 'complete' to appear on the screen.
5. Press the 'X' button to return to the main menu.

**Are you downloading a virus on your mobile phone?**

Moika presents the NEW 8392 – the ONLY phone to have quick access to ANTI-VIRUS SOFTWARE from the Internet.



Be safe – be with Moika  
**AHEAD OF ITS TIME!**



# Labels – Goan Pork

## Goan Pork

Diced marinated pork in a rich spicy coconut sauce

**£2.27** per portion

Contains colours & preservatives.  
27% pork. May contain traces of  
nuts and/or seeds.



MEDIUM



SUITABLE FOR  
FREEZING

Front of label  
from the  
delicatessen  
counter

Back of label  
from the  
delicatessen  
counter

PLU

9031

Product name

Goan Pork

Enter Product Day/ Time of Removal

Mon

Tue

Wed

Thu

Fri

Sat

Sun








Meat Pieces

n/a

Target Weight

340g

Maximum Weight

350g

Contains per 100gm

Fat

10.7g

Salt

0.95g

Sodium

0.38g

Calories

170

Milk

Suitable for

Vegetarian

Colour



Shellfish

Gluten

Wheat

Egg

Freezing



# Label – Quo-burgers

## COOKING INSTRUCTIONS

Remove all packaging. Do not overcook.  
For best results cook from frozen.



### To grill

Pre-heat grill to a medium setting. Brush burgers with a little oil.  
Cook for 8–10 minutes on a middle rack position, turning occasionally.



### To fry

Fry in a little pre-heated oil for 8–10 minutes over a medium/high heat, turning frequently.



### To microwave

Place one burger on a non-metallic plate. Cover with microwaveable film, pierce film in several places and cook on full power for:

WATTAGE	B/550W	D/750W
Cooking time	2 mins	1.5 mins
Standing time	1 min	1 min

## Quo-burgers



### To barbecue

Brush burgers with a little oil. When the coals have turned white, cook burgers for 8–10 minutes, turning frequently.



SUITABLE FOR VEGETARIANS

### WARNING:

MAY CONTAIN TRACES OF NUTS

Not to be used after this date

BEST BEFORE END  
OCT 05

200g e



## NUTRITION INFORMATION

Uncooked, typical values

## Per 100g

(and per serving)

Energy – KJ	458
– kcal	109
Protein	12 g
Carbohydrate	6.9 g
– of which sugars	1.2 g
Fat	3.7 g
– of which saturates	2.2 g
Fibre	4.9 g
Sodium	0.6 g

**CONTAINS** EGG, WHEAT & MILK

**NO** ARTIFICIAL COLOUR

### INGREDIENTS

Mushroom protein (47%), rehydrated egg white, onion, flavourings, rehydrated textured wheat protein, palm kernel and rapeseed oil, milk protein, tapioca starch.

### STORAGE INSTRUCTIONS

Keep frozen.

\*\*\*\* Food Freezer

Until Best Before date

\*\*\*

Until Best Before date

\*\*

1 month

\*

1 week

Ice-making compartment

3 days

Refrigerator

24 hours

DO NOT REFREEZE AFTER DEFROSTING

# Customer details form (blank)

CUSTOMER DETAILS		
Title: Mr/Mrs/Miss/Ms (delete as applicable)		First names:
Surname:		DOB:
Address:		
Postcode:		
Home tel no: (inc STD)		
Work tel no: (inc STD)		
Mobile tel no:		
Contact number during office hours:		
E-mail address:		
Previous address (if less than 3 years):		
Postcode:		
<b>Current accommodation</b> Owned <input type="checkbox"/> Rented <input type="checkbox"/> Other* <input type="checkbox"/> *Details _____		
<b>In full time employment</b> (circle as appropriate)      YES      NO		

# Customer details form (completed)

CUSTOMER DETAILS	
Title: <del>Mr/Mrs/Miss/Ms</del> (delete as applicable)	First names: H L
Surname: Williams	DOB: March 61
Address: 6 Pear Tree Lane, Weston, Bristol	
Postcode: BS1 5JB	
Home tel no: (inc STD) 960461	
Work tel no: (inc STD) 01248 332012	
Mobile tel no: n/a	
Contact number during office hours: 01248 332012	
E-mail address: hpet@home.com	
Previous address (if less than 3 years): n/a	
Postcode:	
Current accommodation Owned <input checked="" type="checkbox"/> Rented <input type="checkbox"/> Other* <input type="checkbox"/>	
*Details _____	
In full time employment (circle as appropriate) <div> <div>YES</div> <div>NO</div> </div>	

# Date coding

**USE BY** dates are found on highly perishable foods that could present a health hazard if eaten after that date. **It is a criminal offence** to sell, or display for sale, food after its USE BY date has expired. It is also an offence to alter, obscure or remove the date. USE BY labels come in two different forms:

■ USE BY followed by a date **e.g. USE BY 20 OCT**

**This is a legal requirement.** This item must be sold or removed from customer display by close of trade on 20th October

■ USE BY followed by a number and then a date e.g. **USE BY (3) 20 OCT**

**This is a legal requirement.** This item must be sold or removed from customer display by close of trade on 17th October. This is calculated by subtracting the number shown in brackets from the date.

$$20 \text{ OCT} - 3 \text{ days} = 17 \text{ OCT}$$

This item can be sold to Staff/Staff Restaurant up until close of trade on 20th October.

Note: we can be prosecuted if either of these items is offered for sale to customers or staff/staff restaurant after 20th October.

**BEST BEFORE, DISPLAY UNTIL** or **SELL BY** dates are marked on almost all other packaged foods. They have slightly different meanings.

■ BEST BEFORE followed by a date **e.g. BEST BEFORE 20/10/05**

This item must be sold or removed from customer display by close of trade on 13th October 2005 (1 week before the date shown)

■ BEST BEFORE followed by a number and then a date **e.g. BEST BEFORE (4) 20 OCT**

This item must be sold or removed from customer display by end of trade on 16th October.

■ BEST BEFORE END **e.g. BEST BEFORE END OCTOBER 2005**

This item must be sold or removed from customer display by close of trade on 30th September (1 month before the date shown).

■ DISPLAY UNTIL or SELL BY **e.g. DISPLAY UNTIL 20 OCT** or **SELL BY 20 OCT**

This item must be sold or removed from customer display by close of trade on 20th October.

Each of these items can be sold to Staff/Staff Restaurant after this date but freshness and quality needs to be checked to ensure that the item is still fit for sale.

Note: it is not an offence to sell food after the BEST BEFORE, DISPLAY UNTIL or SELL BY date has expired. However, these dates enable us to ensure that food is of good quality. It is an offence to sell food which is not of the quality that the buyer would expect.

# Sick pay scheme from the staff handbook

## Pay during illness

### *The Clothing Company* Sick Pay Scheme

*The Clothing Company's* Sick Pay Scheme applies to all permanent employees.

The sick pay year commences on 1st April. Payment during absence due to illness is made subject to the limits of the following scale during the sick pay year. In applying the scale, absence during the year is aggregated.

*Period of continuous employment as at the start of the sick pay year (i.e. 1st April) or on completion of 6 months' service for those with less than 1 year's service.*

*Period of full pay*

Less than 6 months	Nil
6 months but less than 1 year	4 weeks
1 year but less than 2 years	6 weeks
2 years but less than 3 years	10 weeks
3 years but less than 4 years	14 weeks
4 years but less than 5 years	17 weeks
5 years but less than 10 years	20 weeks
Over 10 years	26 weeks

If the rules regarding notification of sickness have been observed, payment during certified absence because of genuine illness or injury will normally be made, subject to the following limitations. Payment, however, is at the discretion of the Company.

*The Clothing Company* 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 the payment is made and you are subsequently able to claim the costs from the responsible party or an insurance policy, then these are to be repaid to the Company.
- You fail to follow the absence reporting procedure.
- There is reason to doubt the validity of your absence.
- The illness or injury was self-inflicted.

Absence which 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 four consecutive working weeks.

# Fire extinguisher information

**CO<sub>2</sub>**  
Fire extinguisher

**FOR USE ON CLASS**

 Flammable liquids

 Live electrical equipment

**Do not use in a confined space**

**FOAM**  
Fire extinguisher

**FOR USE ON CLASS**

 Wood, Paper, Textiles, etc.

 Flammable liquids

**Do not use on**

 Live electrical equipment

 **THIS EXTINGUISHER CONTAINS**

**WATER**

 Safe for use on Wood, Paper, Textiles, etc. 

 Do not use on live electrical equipment

 Do not use on flammable liquid fires

 Do not use on flammable metal fires

# Fire action notice



## ON DISCOVERING A FIRE:

1. Sound the alarm
2. Dial 999 to call the fire brigade
3. Tackle the fire with the appliances provided it is safe to do so

## ON HEARING THE ALARM:


1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park




Do not take risks  
Do not stop to collect belongings  
Do not return to the building until authorised to do so  
Do not use the lifts



# Health and Safety Law poster



## HEALTH AND SAFETY LAW



**What you should know**

Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility to look after others. If there is a problem, discuss it with your employer or safety representative, if there is one. Below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

**Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.**

**Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box below).**

**In general, your employer's duties include:**

- making your workplace safe and without risks to health;
- ensuring plant and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

**In particular, your employer must:**

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

**Management of health and safety**

Appointed person(s)	Health and safety responsibilities:
<p>- co-operate on health and safety with other employers sharing the same workplace;</p> <p>- set up emergency procedures;</p> <p>- provide adequate first-aid facilities;</p> <p>- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting, and sanitary, washing and rest facilities;</p> <p>- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;</p> <p>- prevent or adequately control exposure to substances which may damage your health;</p> <p>- take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;</p> <p>- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;</p> <p>- provide health surveillance as appropriate;</p> <p>- provide free any protective clothing or equipment, where risks are not adequately controlled by other means;</p> <p>- ensure that appropriate safety signs are provided and maintained;</p> <p>- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 3 for who this is).</p>	

**As an employee you have legal duties too. They include:**

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- not interfering with or misusing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's Infoline telephone service on 08/01 545500.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. You can contact them at the addresses below.

**Name and address of enforcing authority whose health and safety inspectors cover this workplace (eg HSE or your local authority's Environmental Health Department):**

Name: \_\_\_\_\_  
Address: \_\_\_\_\_

**Employment Medical Advisory Service:**  
Address: \_\_\_\_\_

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.


More information about health and safety law is set out in HSE publications, such as:

*Essentials of health and safety at work*  
HSE Books 1994 ISBN 0 7176 0716 X

*An introduction to health and safety: Health and safety in small businesses* Leaflet INDG259(rev1)  
HSE Books 2003 (single copy free)

HSE priced and free publications are available by mail order from HSE Books,  
PO Box 1999, Sudbury, Suffolk CO10 2WA  
Tel: 01787 881165 Fax: 01787 313995  
Website: [www.hsebooks.co.uk](http://www.hsebooks.co.uk)  
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# Prevention of slipping/tripping and falling accidents guidelines

## *The Clothing Company*

### **Prevention of slipping/tripping and falling accidents**

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Remember, under Health and Safety Legislation you have a duty to report hazards, to work safely without endangering others, to use tools and equipment in the proper manner and to use safety equipment that is provided.

Employees are required to observe the following:

#### **WATCH YOUR STEP!**

1. **WALK, DON'T RUN**
  - However busy you are, take care. You cannot spot hazards if you are running.
2. **TAKE EXTRA CARE ON STAIRS AND ESCALATORS**
  - Always use the handrail.
  - Never run up or down stairs or escalators.
  - Don't carry things that obscure your vision.
  - Never leave obstacles on stairs.
3. **WEAR SUITABLE SHOES**
  - Wear shoes that are comfortable and fit well.
  - Avoid wearing shoes that will increase risk of falling or slipping.
  - If protective footwear is provided by the Clothing Company, you must wear it.
4. **WATCH WHERE YOU ARE GOING**
  - Be alert at all times for hazards.

#### **GOOD HOUSEKEEPING**

5. **OBSTRUCTIONS**
  - Don't leave merchandise or other items in walkways, corridors, on the sales floor, in the stockrooms or anywhere else where it will cause obstruction.
  - Don't leave drawers open.
  - Keep everything in its proper place and put things away after use.
6. **LITTER**
  - If you drop anything, pick it up immediately.
  - If you see something someone else has dropped, then pick it up.
7. **SPILLAGE**
  - If you spill something, you must clean it up immediately.
  - If you see a spillage, either clean it up or erect a danger sign to warn others. Ensure the spillage is cleaned up immediately. Follow store procedure.
  - In wet weather be aware of any moisture transferred into the store on customers' shoes or umbrellas and deal with it immediately. Erect a danger sign if appropriate.



# Accident report form

ACCIDENT REPORT
<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.
_____
_____
_____
Sign and date the record.
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 _____

# Contract of employment

## CONTRACT OF EMPLOYMENT

NAME:

POSITION:

DATE OF COMMENCEMENT:

HOURLY RATE OF PAY:

HOURS OF DUTY:

**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.

**SICKNESS OR INJURY ABSENCE:** If you are absent from work because of sickness or injury, a self-certificate must be completed in respect of absences of seven days or less. Medical certificates must be provided to cover all absence from the 8th day on. You will not be entitled to wages during such absence. You will be paid in accordance with the Statutory Pay Scheme, where entitled.

**MEALS AND BREAKS:** Included in duty hours are break and meal times. Appropriate food and drink are provided by the Store should you require it.

**UNIFORM:** This is provided at the discretion of the Employer and should be worn only on duty. It is the responsibility of Employees to repair and launder their own uniform and only with the Employer's agreement can it be renewed or replaced.

**SMOKING:** Smoking is only permissible during break times and only in the designated areas.

**TRAINING:** The Store believes in 'ongoing' training and attendance on courses. Employees will be asked and expected to attend such appropriate training/venues as required by the Employer. When there is a cost involved, apportioned contribution will be negotiated between Employer and employee.

I acknowledge receipt of my Statement of Main Terms and Conditions of Employment and confirm that I have read and understood it.

Signed ..... Date .....

# Job description

## *The Clothing Company*

### Job description

POSITION: Sales Assistant  
RESPONSIBLE TO: Department Sales Manager  
RANK: Sales Assistant

#### OVERALL RESPONSIBILITY:

To serve customers in an efficient and friendly manner in line with the Clothing Company's Customer Service and Selling Standards. To maximise sales and undertake duties regarding the care and control of stock.

#### RESPONSIBILITIES

##### 1. Customer Service and Selling Standards

- i) Acknowledge/approach customers ideally within one minute of their entering the department.
- ii) Be friendly, enthusiastic and make the customer feel welcome.
- iii) Ask customers appropriate questions to determine needs.
- iv) Offer merchandise to customers, describing its features and benefits.
- v) Sell related merchandise in addition to the customer's selected item, wherever possible.
- vi) Deal with customers' complaints in accordance with Company Policy and attempt to turn returns into a sale.
- vii) Place Customer Special Orders in accordance with department procedure.
- viii) Develop knowledge of merchandise sold.
- ix) Use the customer's name wherever possible.

##### 2. Payment Procedures

- i) Implement Till Drill Standards in accordance with Company policy.
- ii) Carry out all other methods of payment in accordance with Company procedure.
- iii) Wrap merchandise in accordance with department procedure.
- iv) Assist with cashing-up as required.

##### 3. Control and Care Merchandise

- i) Ensure that fixtures are well stocked and collect stock from stockroom as required.
- ii) Clean fixtures and stock and maintain both in a pristine condition.
- iii) Book in, price and return stock to suppliers as required by the Department Sales Manager, in accordance with Company procedure.

- iv) Carry out stock counts and place orders as required by the Department Sales Manager.
- v) Inform the Department Sales Manager of occasions where sales are lost through lack of availability of stock on order to avoid a repetition and to record this in the SWOP book.

##### 4. Display of Merchandise

- i) Present and display merchandise as required by the Department Sales Manager.
- ii) Change department displays as required by the Department Sales Manager.
- iii) Use all fixtures and fittings in correct manner.

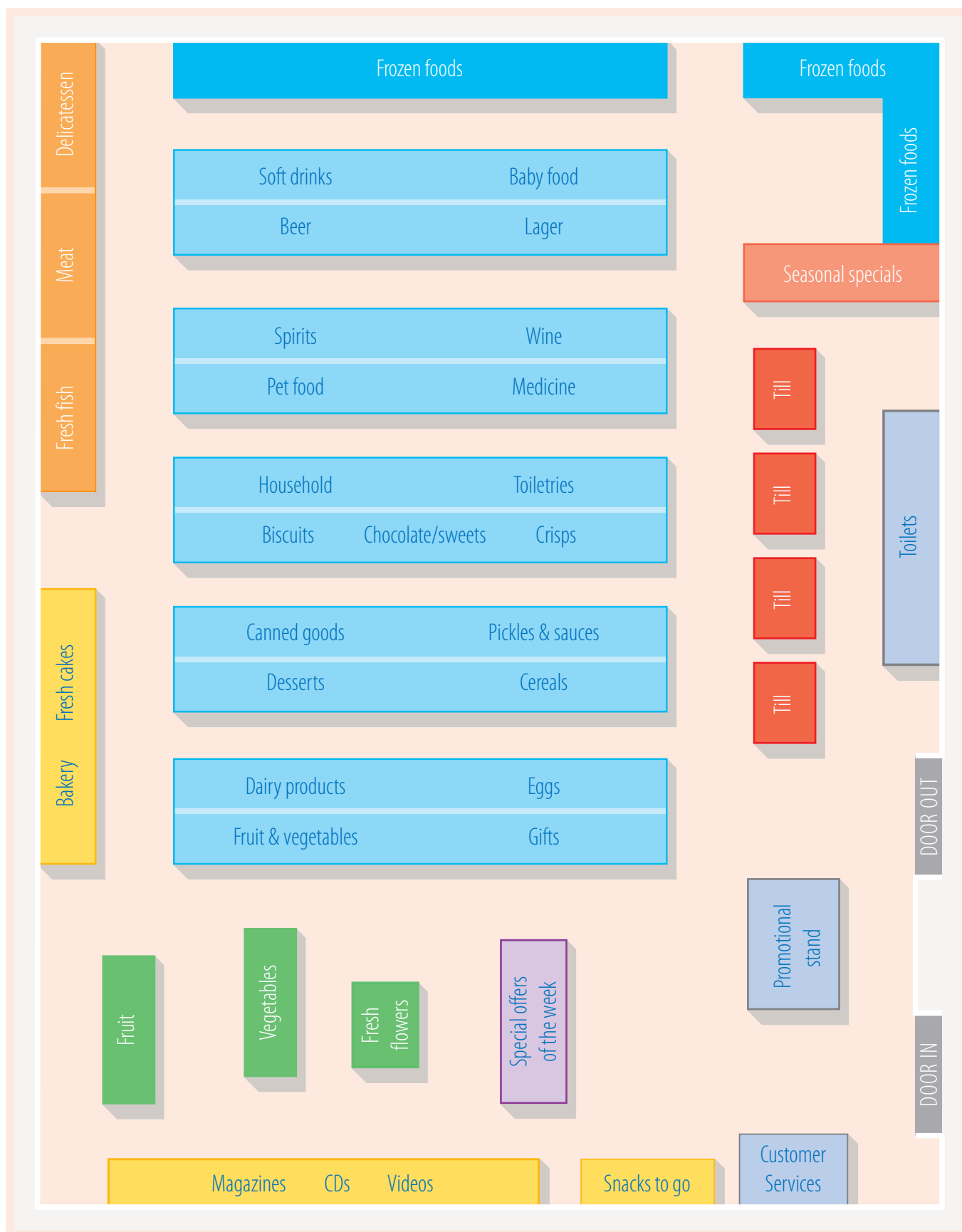
##### 5. Security of Merchandise

- i) Attach and use merchandise security aids and devices correctly as instructed by the Department Sales Manager.
- ii) Observe all members of the public entering the department and, if suspicious about a member of the public, follow Store Security Procedures.
- iii) Inform the Department Sales Manager of any observed or suspected abuse of Company Security Rules.

##### 6. General Duties

- i) Carry out other duties in the department as required by the Department Sales Manager.
- ii) Work in any department within the store as required by the Personnel Manager.
- iii) Act as a mentor if required.
- iv) Represent members on the Store Council or other consultative body if elected to do so.
- v) Carry out duties in a safe manner and follow the Company's Health and Safety Policy.
- vi) Follow Store Emergency Procedures as laid down in Store Regulations.

# Supermarket floor plan



# Appraisal preparation form – part 1

## Appraisal preparation form (1)

### About this form...

- Below are examples of what different people do in different parts of the store – not all of it will apply to you.
- Use the information below to think about the key responsibilities in your job and give some examples of what you have achieved.

#### Absence, examples:

- I have a good attendance record.

#### Morale

- I enjoy my job.
- I have a positive attitude to my colleagues and job.

#### Training, examples:

- I attend workshops in store (e.g. Health and Safety).
- I have made progress with training modules (list achievements).

#### Team working

- I am multi-skilled.
- I get on with my team.

#### Development, examples:

- I have progressed with my Personal Development Plan.
- I coach and support others.
- I am determined to get the job done.
- I seek ways to improve my performance.

#### Waste management, examples:

- I rotate products effectively.
- I monitor reductions.
- I handle products carefully.

#### Stock availability, examples:

- I identify areas of my department that need filling.
- I merchandise to ensure best use of space.

#### Productivity

- I avoid scanning errors.

#### Health and safety

- I know all risks/dangers in my department.

#### Legal requirements

- I complete Restricted Product Documents correctly all the time.
- I apply my knowledge of restricted sales (i.e. knives, lottery, under 18s and alcohol).

#### Satisfy customers, examples:

- I help maintain service levels.
- I deliver first-class service to customers.
- I keep my department clean and tidy.
- I maintain POS and SEL.
- I present myself to the highest standards.
- I know our services and offer advice about them to customers.
- I contribute to good presentation in my department.

#### Increase customer loyalty, examples:

- I know about the loyalty scheme.
- I ensure highest standards of product quality.
- I feed back customer comments to my section manager.
- I handle complaints effectively.

#### Security, examples:

- I prevent shoplifting.
- I am aware of security (i.e. packages, customers, store).

#### Control costs, examples:

- I handle products carefully.
- I ensure the accuracy of till use/cash office.
- I ensure customers are charged correctly.

# Appraisal preparation form – part 2

## Appraisal preparation form (2)

Your annual appraisal is an opportunity to evaluate your own practice, to recognise existing skills and to monitor progress. It is also an opportunity to highlight concerns and discuss training needs.

In order to prepare for your annual appraisal, you are advised to think about aspects of your performance and to note down any points that you wish to discuss.



My strengths

---

---

---

---

---



Skills I can improve

---

---

---

---

---

What have you done really well this year?

---

---

What would you like to improve/do in the coming year?

---

---

Please continue on an extra sheet if necessary.



# Glossary

**abbreviate** cut short or reduce

**abbreviations** shortened forms of written words; for example, on a form 'DOB' written in place of 'date of birth'

**acceptance** agreement with

**accordance** conforming, e.g. conforming to guideline or procedures

**accrue** add to, build up

**accumulated** saved up

**accurate** true and exact

**acknowledge** greet, welcome

**advisory** suggesting what to do

**aggregated** combined, added up

**allergies** sensitivity or reactions to certain things; for example, a hay fever sufferer has an allergy to pollen

**alternative** another option

**am** before midday; from the Latin *ante meridiem* (abbreviation)

**ambient** usual or natural temperature of the surroundings

**analogue clock** the type of clock that has hands to show the time

**applicable** applies to, is relevant to

**appraisal** an assessment of the performance of an employee

**appropriate** suitable for the situation

**assessment** evaluation of the quality of an employee

**assist** help

**assumptions** beliefs based on personal ideas

**attentive** paying attention, thoughtful

**authorisation** permission from someone in charge

**bar code** a set of parallel printed lines of differing thickness, used to store coded information about an item

**benefit** a profit or advantage gained from something

**benefits** gains

**between pack temperature** temperature between packs of produce, measured with a manual probe

**bias** favouring one side of an argument for personal reasons

**body language** the messages given to others by the way we stand, move, or gesture

**booster seat** an attachment that can be added to a car seat so that children can safely use the seat belt

**breaches** breaks

°C degrees Celsius

**calibration** testing a measuring instrument to make sure that it is giving accurate readings, and making adjustments to the instrument if it is not

**calorie** a unit of measure that refers to the amount of energy the body is able to get from food

**carbon dioxide** gas used in some fire extinguishers

**chilled** cooled, but not frozen

**colleagues** people you work with

**combustible** easily burnable

**command order** instruction

**committed** dedicated, wanting to do well

**comply** obey

**conditional** (of instructions) depending on the circumstances

**confidential** spoken or written information that is to be kept private

**confined** small, enclosed

**confined space** small, enclosed space with not many windows and doors

**confrontation** fight or argument

**consequences** things that happen as a result of something else

**consumables** products that are used up and then replaced on a regular basis, such as food, washing powder (unlike durable items, such as furniture, clothes, electrical goods)

**contamination** infection, pollution

**Contract of Employment** legal document with the details of your job, holidays, pensions, etc.

**conventional** typical, usual or traditional

**courteous** polite, civil

**credit** a method of payment without cash

**critical (i)** looking carefully at both sides of something

**(ii)** vital, essential

**criticism** expressing disapproval of someone or something

**cross-contamination** the transfer of infection from one food item to another

**current stock level** how many items are in the warehouse or the store now

**dash** short horizontal mark used like a bullet point

**debit** a method of payment using a card

**deducted** subtracted, taken away from

**defrost** to return food from a frozen condition to an unfrozen condition

**delegating** sharing or giving out

**delete** cross through or cross out

**digit** the symbols used in the number system; for example, 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 are all digits (176 is a 3-digit number)

**digital zoom** feature on a digital camera that enlarges the central part of the image

**disciplinary procedure** action that takes place when rules have not been obeyed

**discount** an amount that is taken off the original price

**discreet** tactful, careful

**discrepancies** differences found between two pieces of information or data

**discretion** judgement, opinion

**distinctly** clearly

**download** copy from one system to another

**duties** the things you have to do for your job

**efficiently** in a well-organised and professional way

e.g. 'for example'; from the Latin *exempli gratia*

**emphasis** stress, importance

**employee** worker, member of staff

**employer** owner, person who employs others

**entitlement** what you have a right to receive

etc. 'and the rest'; from the Latin *et cetera*

**evaluate** assess

**evaluation** assess or judge the quality of a person or object

**extinguish** put out

**facility** service or equipment provided for a particular purpose

**factual** truth, not made up or exaggerated

**fire extinguisher** equipment used to put out or stop a fire

**fire-retardant** treated to stop or slow down burning

**flammable** easily burnt

**flaw** fault or defect

**flexible** able to adapt to different circumstances and situations

**foreign matter** an object or material that is in the wrong place

**formal** following accepted rules in official situations

**format** a particular or specific way of setting out information

**fraction** a way of describing a part of an amount, written with one number above another; to find a fraction of an amount, divide by the number at the bottom of the fraction and multiply by the number at the top; for example,  $\frac{2}{3}$  of £45 = £30 ( $45 \div 3 = 15$ ;  $15 \times 2 = 30$ )

**fraction saving** the part of the original price that the customer does not have to pay

**g** abbreviation for gram

**gist** the general idea of what something is about

**gram** metric unit of weight; 1 kilogram = 1000 grams

**guide** show the correct way to do things

**hazardous** dangerous

**holiday entitlement** the holiday time you are allowed

**hyphens** punctuation marks that join words together or separate phrases in notes

i.e. 'that is'; from the Latin *id est*

**imperative** something that is important, that must be done

**imperatives** commands or instruction words

**imperfections** faults or defects

**in lieu** in place of

**induction** the period of introduction to a new job

**informal language** language that is used in relaxed social situations, such as with friends

**information** facts or knowledge

**inhaling** breathing in

**italics** letters written in sloped writing, *like this*

**jargon** language used in particular jobs or areas of study

**job description** a document describing the exact tasks in your job

**kg** standard abbreviation for kilogram

**kilo** a quick way of saying kilogram

**kilogram** metric unit of weight; 1 kilogram = 1000 grams

**legal requirements** laws

**limitations** restrictions

**line manager** member of staff in charge of you and your work

**live electrical equipment** machines and equipment that use electricity and are plugged in

**location** place, position

**logical** using reason, good sense

**mandatory** what you must do

**manifest** a list of all the goods being carried by a delivery vehicle; it can include product types, product identity numbers and the quantity of each item

**manual** (as in induction) an information pack or book

**manual probe** a device for taking temperatures

**manually** by hand

**mark-up** the amount added to the wholesale price to arrive at the retail price

**maximum temperature** the highest (warmest) temperature

**micro-organism** microscopic living thing such as a bacterium, virus, fungus  
**minimum** the least allowable amount  
**mint condition** as new  
**minus temperature** a temperature below (colder than) 0°C  
**morale** the way people feel about their work  
**motivate** make enthusiastic  
**negative** giving a bad impression; opposite to positive  
**negative temperature** a temperature below (colder than) 0°C  
**non-metallic** not made of or decorated with metal  
**notify** tell, report  
**official** standard  
**operating temperature** the air temperature inside the trailer or a compartment of a delivery vehicle  
**opinion** a personal view or belief, not necessarily a fact  
**optical** to do with the eye, sight  
**original price** the price before any discounts or price reductions  
**ounce** imperial unit of weight; 1 ounce is approximately 28.35 grams; 16 ounces = 1 pound  
**percentage** a special type of fraction where the value is given as a measure out of every 100; for example, 25% means 25 out of 100 or  $\frac{25}{100}$   
**percentage saving** the part of the original price that the customer does not have to pay  
**pm** 'after midday'; from the Latin *post meridiem* (abbreviation)  
**policy (i)** a general plan of action  
**(ii)** rules to be followed in a company  
**portable** easily carried or moved from one place to another  
**positive** giving a good impression of something  
**positive temperature** a temperature above (warmer than) 0°C  
**positively** in a positive way  
**poultry** chicken, turkey, etc.  
**pound** imperial unit of weight; 1 pound = 16 ounces; 2.2 pounds is approximately 1 kilogram  
**prefer** like better than any other options  
**price reduction** an amount that is taken off the original price  
**priority** more important than other things  
**pristine** perfect  
**pro rata** proportional, ratio of one thing to another  
**procedure** the way in which rules or jobs should be carried out  
**procedures** actions that should be taken  
**product identity number** a unique number given to every item of produce

**profit** money made by the store  
**prohibition** what you must not do  
**promote** sell by making something sound attractive  
**reassuring** comforting and supportive  
**recyclable** material that can be used again  
**redeem** cash in  
**REF** reference (abbreviation)  
**rehearse** practise  
**relevant** suitable for the situation or to the point  
**required stock level** number of items that are needed in the warehouse or the store  
**responsibilities** things you have to do as part of your job  
**retail price** the price at which a store sells their goods or produce to customers  
**review** an evaluation of the performance of an employee  
**rights** something due to you in law  
**ringtone** a feature of mobile phones that gives a choice of ringing sounds  
**roll pallet** a portable platform for moving or storing goods that are stacked on it  
**sarcastic** mocking  
**scan** look quickly through a piece of writing to find particular words or phrases  
**seal number** the number shown on the locking mechanism of a trailer  
**skim** look at a piece of text very quickly to get the general idea of what it is about without needing to read every word  
**soiled** refers to stock that has got dirty  
**specific** particular  
**stock control** a system for ensuring there is always enough of each item either in the warehouse or in the store  
**stock count** a count of all the items in the warehouse and in the store  
**strategies** particular approaches or ways of doing things  
**subject** main topic or purpose of a text  
**subsequently** later, afterwards  
**substances** materials or liquids  
**summary** short statement giving the main points  
**symbols** marks that have a particular meaning; for example '&' means 'and'  
**technique** method or system  
**thawed** defrosted, no longer frozen  
**tolerant** patient and open minded  
**tone** the manner of voice shown by the volume, pitch, or quality  
**toxin** a poison produced by a micro-organism

**unnecessary** not required or important for understanding

**unsupported** not proved, based on opinion without evidence

**utensils** tools

**vehicle temperature gauge** device on the delivery vehicle indicating the air temperature inside the trailer or in a compartment of the vehicle

**ventilation** circulating air

**warranty** guarantee

**wholesale price** the price at which a store buys in their goods or produce