

Working effectively

Introduction to Module 3

The supply chain in the UK is highly complex and relies on well-defined systems of transportation, storage and despatch. Warehousing is a critical link in this chain. Despatching the correct goods on time is essential to the success of the company. Learners should understand the importance of their role in this chain.

Many companies have a well-structured system of training and induction to ensure that all employees have the knowledge and skills to be effective in their jobs. This module will support learners to read and understand information given to them at work, and also to get more from the training and appraisal and review process. The module includes work on the themes listed in the table below.

The information used in this module is generic to a range of warehouse settings. It is important that learners apply the skills and strategies developed here to material in their own workplace settings.

Warehousing – Module 3: Working effectively					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Signs and symbols	Wa 3:1–3:2	E6.1; E11.4	Rt/L1.3; Rt/E3.9		C1.2
Instructions	Wa 3:3–3:4	E13	SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLlr/L2.2; SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4		C1.1
Fire safety	Wa 3:5–3:6	E6.1	Rt/E3.3; Rt/E3.9; Rw/L1.1; Rw/L1.2; Rt/L1.2; Rt/L1.3		C1.2
Reporting accidents	Wa 3:7–3:8	E6.2	Wt/L1.1; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Rt/L1.1		C1.3
Your role in the workplace	Wa 3:9–3:10	E13.2	Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2; Rt/L2.5		
Team briefings	Wa 3:11–3:12	E13.1	SLlr/L1.1; SLd/L1.1; SLd/L2.1; SLd/L2.2; SLd/L2.5		
Appraisal	Wa 3:13–3:14	E13.3	Rt/L1.1; Wt/L1.2; Wt/L1.4; Wt/L1.5; SLc/L2.1; SLc/L2.3		C2.1
Training – taking notes	Wa 3:15–3:16	E13	Wt/L1.2; Wt/L1.4; Wt/L2.2; SLlr/L2.1; Wt/L1.1; SLlr/L2.2		C1.3
Finding your way around the staff handbook	Wa 3:17–3:18	E13.2	Rw/L1.1; Rw/L2.3; Rt/L1.4; Rt/L1.5; Rt/L2.7; Rt/L2.8		C1.2
Reading policies	Wa 3:19–3:20	E13.2	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.2
The supply chain	Wa 3:21–3:24	E13	Rt/L1.4; Rw/L1.1; Rt/E3.9; Rt/L1.5		C1.2

Skills checklist

People who work in warehouses are part of an extensive supply network. Industry relies on you to get your bit right. Every workplace has its own ways of working. You need to make sure that you understand what is expected of you and what your role is. Working effectively involves working safely with a wide range of people and understanding workplace systems.

You will need all the following skills to be safe and confident in your workplace. Tick all the skills you have already and then look at the checklist again when you have used the materials.



Skills for working effectively	Now	Later
Using the staff handbook		
Understanding your contribution to the supply chain		
Understanding your role in the workplace		
Understanding health and safety information		
Following instructions and procedures		
Completing an accident report form		
Being part of a team		
Making the best of appraisal		
Making notes during training		

PAGES 3:1–3:2

Signs and symbols

Occupational setting

Warehouse and distribution sites have many safety signs. These include general signs for all staff and visitors, and more specific signs that are displayed in different work areas, such as refrigeration units, loading bays or near machinery. 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 and others are prohibition signs, and that these can be distinguished by shape and colour).

Materials

Examples of safety signs from the workplace

Packs of cards with a wide range of safety signs and symbols used in warehouse and distribution sites

A warehouse plan on OHT/PowerPoint

(Learners will benefit from having colour copies of the Learner material)

Learning outcomes

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

Introduction

- Show the group a range of examples of signs from the workplace or within the learning environment and ask for their meanings – include examples of different types of sign. Ask learners to identify on the warehouse plan where they might find these signs.
- Using packs 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 whole group and refer to the focus page to check that they are correct. Go through each category to point out the shape and colour and also the purpose of each sign type. 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	E6.1	C1.2
Rt/E3.9	E11.4	

Task 1

Identify types of signs by shape

Rt/E3.9

Rt/L1.3

- Remind learners that the shape of a sign gives an indication of the type of sign it is – whether it is prohibition, mandatory, warning, etc. Make sure these terms are understood.
- Learners need to be familiar with the correct terms used to describe each type of sign. These are shown on the focus page.

If the learner has difficulty

- If a learner has difficulty with this task, refer back to the examples on the focus page and the sign cards they used.
- There may also be signs in the learning environment that can be used as examples.

Extension

Give more examples of actual signs that fit into each category.

Task 2

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, then add the correct symbol.

If the learner has difficulty

Learners who are having difficulty with this task may want to put the signs together by using a computer, a drawing or cards with the different component parts.

Extension

Create a sign for a particular hazard. Learners can use a computer to do this. Make sure signs conform to the standard shapes, etc.

Theme assessment

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

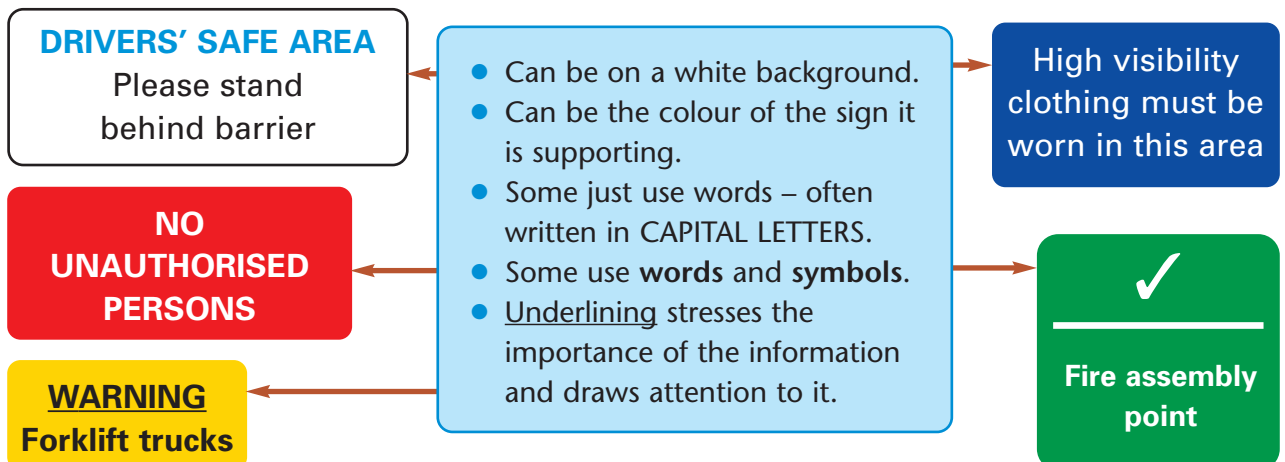
Signs and symbols

Focus

Safety signs at work give vital information to keep you and others safe while you are working. They use a standard colour and shape system to make them instantly recognisable even from a distance.



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.



Signs and symbols

Task

Task 1

You can recognise signs from the shape. Look at these signs and write in the type of sign, the colour and the general meaning of each sign.



Type of sign:

Colour:

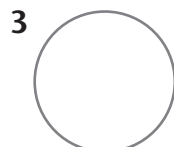
Meaning:



Type of sign:

Colour:

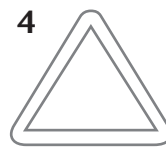
Meaning:



Type of sign:

Colour:

Meaning:



Type of sign:

Colour:

Meaning:

Remember!

The four **types** of **sign** are: Safe condition, Warning, Prohibition and Mandatory. Write the **meanings** in your own words.

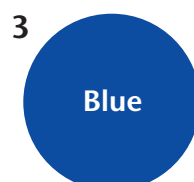
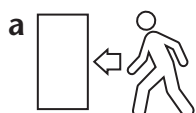
Tip

Use the shape, colour and symbols to help you work out the meaning.

Task 2

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

Meaning of sign	Matching symbol (number)	Shape (letter)
Forklift trucks prohibited in this area		
Caution. Slippery surface		
Sound horn		
Fire exit		



PAGES 3:3–3:4

Instructions

Occupational setting

Many instructions in warehouse settings will be given verbally. Sometimes this means assimilating a lot of information and relying on memory. It is important that learners practise ways of picking out and remembering the jobs they need to do or the actions they need to follow, by listening carefully, particularly to imperatives, both positive and negative, such as 'let' or 'don't take'.

Materials

Audio equipment

Learning outcomes

- 1 To use strategies for picking out relevant from irrelevant details (focus page, Task 1)
- 2 To listen for key words to pick out what should and should not be done (Tasks 1 and 2)
- 3 To recognise key order words in instructions (focus page, Task 3)
- 4 To know how to clarify and confirm understanding (focus page)

Introduction

- Introduce the theme by giving learners some muddled instructions along the lines of the ones on the focus page or something else relevant or interesting to the learners. These muddled instructions should include a lot of irrelevant information (e.g. By the way, did you see X last night?), instructions in the wrong order (e.g. last instruction to say, 'And before you start any of this ...'), detail mixed in with specific instructions (e.g. 'Even if there is nobody around to help you and you are in a hurry, you should still ...').
- Ask each learner what he or she picked up from the instructions. Elicit the fact that they weren't ready for them, didn't know who was to do what, had no opportunity to ask questions, etc.
- Ask learners about their experience of listening to instructions. What are the problems? What are good instructions? What can go wrong if

they don't understand or follow work instructions?

Focus page 6

- Work through the tactics for the listener given on the page. Some learners will need to go through the vocabulary in order to understand the points raised.
- Apply the tactics on the right-hand side to the instructions on the page. *How many instructions are there? What are the key details here? What should you not do? Are there any order words? How would you put the first two instructions into your own words?*
- Discuss other order words and phrases and write these on the board/flipchart, for example, 'before you do anything else', 'at the end', and so on.
- Look at the examples of self-questioning based on the instructions on the page. How will this help the worker to establish exactly what to do?
- Talk about what is meant by being an 'active listener' and why this is important. You may need to introduce the term 'body language' and demonstrate what this means. This is a useful focus for some role-play on active listening: one person talks or asks questions, the other gives no feedback, either verbally or in body language.
- Go through the instructions on the page, making sure learners understand the language used in context. For example, words and phrases like 'even', 'balanced', 'load', 'tick things off', 'it's a case of ...' can cause confusion, especially for ESOL learners.
- Listen to the audio clip of the instructions on the page and ask learners to make a brief note of all the instructions in their own words in a way that helps them remember the instructions (e.g. using numbers or bullets).
- Learners then use their notes to explain to a partner what to do. (This helps to confirm whether the instructions have been noted down clearly enough.)

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	E13	C1.1
SLlr/L1.2		
SLlr/L1.3		
SLlr/L1.4		
SLlr/L2.2		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		
SLc/L1.4		

Task 1 7

Listen to a set of instructions and pick out the things you must do

SLlr/L1.2

- Look at the tip on the page and point out to the learners that they are listening out for positive instructions (i.e. things you are being asked to do, *not* 'do not').
- You may want to spend some time thinking about the different ways that this type of instruction can be given (e.g. 'make sure', 'do this', 'clear the ...', 'you should/must ...', and so on). Confirm that work instructions can be framed in a number of different ways and it is important to recognise these as instructions (i.e. telling you what to do).
- Play the audio clip through once for gist.
- Play it again for learners to listen for the words that tell you what you must do. Learners could discuss this in pairs. What are the things that must be done? They then make a note of these instructions.
- Replay the audio clip for learners to confirm their responses.

If the learner has difficulty

- There may be some vocabulary issues for ESOL learners, such as 'trip over', 'neck strain', 'drop' and 'twist'. You may need to reword the instructions and allow time for discussion about the meaning. Illustrations also aid understanding (e.g. as found in leaflets on manual handling).
- Make sure learners know which words to listen out for. In groups, give learners responsibility for listening for one instruction each, using a key word or phrase such as 'always' or 'make sure you'.

- Read the text of the audio clip in smaller chunks – no more than one sentence at a time. Ask learners: *Does the person tell you to do something? What do they tell you to do?*
- Remind them they are listening for things that require action. What they must do (not what they must *not* do).

Extension

- Discuss strategies learners can use if they are having difficulty following instructions and elicit useful questions for interrupting to check and clarify or ask for more information.
- Keep a record of these on OHT or on the board/flipchart and get learners to practise using them. Discuss questions they could ask about the safe-lifting instruction.
- Learners can take turns to give instructions about an aspect of safety at work and ask questions and clarify.

Task 2 7

Listen to the same instructions and pick out the things you must not do

SLlr/L1.2

- This task relies on learners having correct responses for Task 1.
- Replay the audio clip for learners to listen out for things that must *not* be done. Ask learners to discuss what they have heard in pairs. What are the things that must not be done? Point out the tip on the page.
- Replay the audio clip for learners to confirm their answers.

If the learner has difficulty

- Read the text of the audio clip in smaller chunks to allow the learner to take more time.
- Listen out for the negative words: you must not, don't.
- Note the language difficulties for ESOL learners discussed in Task 1. Use similar methods for supporting learners to listen for key things.
- Ask the learner direct questions about what he/she heard.
- Check learners have understood the instructions by asking them to explain them to you but in their own words. They can then practise the instruction in pairs.
- Give time for discussion about the meanings.

Extension

Give learners some verbal instructions from their own workplace about how to use a piece of equipment. Learners should practise making notes of the instructions, perhaps in columns of 'dos' and 'don'ts'.

Task 3 8

Listen to some instructions given out of order and number them in the order they should be followed
SLlr/L2.2

- Explain to learners that they need to listen out for key order words to help them decide on the correct order.
- Suggest that they write the numbers 1–8 next to the instructions, using pencil in case they want to change their minds.
- Explain that they will be able to listen several times to check the order.
- Play the audio clip through once for gist – this is a complex set of instructions and learners will benefit from getting a good overview of what is happening. Allow learners to discuss this if necessary.
- Play the audio again for learners to listen for key order words/phrases (they might want to make a note of these).
- Discuss the words/phrases and the order they suggest.
- Play the audio clip again for learners to number the instructions, and then a final time for learners to check their order.

If the learner has difficulty

- This requires good listening skills, so some learners may have difficulty retaining the information or following it all through.
- To help learners focus on order words and expressions, try reading out the script without the order words, replacing these with pauses.
- Then read the audio script in smaller chunks, no more than one sentence at a time (from where the instructions actually start). Ask learners: *What was the order word or phrase you heard?*
- In small groups, give each learner one specific instruction or key phrase to listen for so that they do not have to listen for everything.

- Explain that the word 'when' here means the same as 'after'. Give an example using 'when you've done that, do this ...' meaning 'do this after you've done that ...'.

Extension

Choose a scenario relevant to the learners' workplace(s). Ask learners to give a set of instructions verbally to a partner, putting the instructions in order and emphasising key words, including order words and 'do' and 'do not' instructions. The partner makes notes from the instructions and can ask questions to confirm information and check understanding.

Theme assessment

As a group, devise a checklist for listening to instructions and apply it to the workplace.

Instructions

Focus

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

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

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

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



Listen carefully for the key details.

Listen for:

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

Repeat instructions in your own words to check understanding.



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

What have I got to do **first**?

Is there any particular order to do things in?

Never put bottles and heavies in the same place on the lorry. This puts too much weight on the axles. You need to make sure that the weight is distributed evenly and is balanced. If the load isn't full, make sure you pack the cages in tightly to stop them moving around. Remember to check the list and tick things off as you load. Don't just load the cages in any order. The list of stores for delivery will help you work out which cages to put in first. It's a case of first on last off. The last thing you need to do is to record the master seal number.

What have I got to do?

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

Instructions

Task**Task 1**

7

Listen to the instructions. Make a note of the things that must be done.

DO:

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Tip

Listen out for words like 'always', 'make sure', 'must' and 'should'.

**Task 2**

7

Listen to the instructions again. This time make a note of the things that must not be done.

DO NOT:

- 1 _____
- 2 _____

Tip

Listen out for words like 'don't' or 'mustn't'.

**Task 3**

8

Listen to the team leader giving some instructions to a warehouse assistant. Number the instructions in the order they have to be followed.

- ___ Check the battery on the AMT is charged.
- ___ Pick up the AMT from the operations room.
- ___ Return the AMT to the operations room.
- ___ Put in your ID code.
- ___ Use the scanner to check the product code.
- ___ Press enter.
- ___ Follow the instructions on the display to locate the product.
- ___ Pick the items.

Tip

Listen out for the key order words and phrases.

PAGES 3:5–3:6

Fire safety

Occupational setting

Many of the items stored in depots and warehouses are highly flammable, so warehouse fires can be particularly devastating. It is essential that individuals working in warehouses help to protect others from danger, and safeguard the stock. In order to do this they must be able to locate, read and understand health and safety signs. In the event of fire in particular, delayed action could result in death. Everyone working in a warehouse should know exactly where all the appliances are kept and how to use them correctly, without hesitation. It is therefore necessary to learn how to interpret the symbols, colours and written instructions on fire extinguishers and safety notices.

Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

Examples from the workplace of lots of different types of notices, including advisory (e.g. wash your hands), hazardous substances warning (e.g. cleaning fluid), mandatory (e.g. no smoking), prohibition (e.g. no entry), warning (e.g. give way), information (e.g. fire exit)

Fire extinguisher information from the Source material (0:13)

Fire action notice from the Source material (0:14)

(Learners will benefit from having colour copies of the Learner material and Source material)

Learning outcomes

- 1 To recognise that health and safety signs use colour and symbols to aid understanding (focus page, Tasks 1 and 2)
- 2 To know that the format used in safety signs aids understanding (focus page, Tasks 1 and 2)
- 3 To recognise that key instructions are written in bold or capital letters (focus page, Tasks 1 and 2)
- 4 To understand the importance of reading specific technical words carefully and to use a glossary or dictionary to find their meanings in the event of any uncertainty (Task 3)

Introduction

- Discuss with the group the implications of not acting quickly and effectively in the event of a fire.
- Talk about fire types, 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 learner to describe briefly the particular circumstances of his/her work environment with regard to fire exits, fire procedures, etc. If learners are hesitant with descriptions, this may indicate that they need to look carefully at their individual circumstances. Stress the need to know how to use fire extinguishers and which equipment to use for each fire type.
- Conduct a visual memory exercise: give learners 1 minute to look in pairs at a fire safety notice (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, the colour or the words in bold that helped them to remember? Were there any words they did not know? What could they do to find out what these mean?

Focus page

- Talk about the importance of colour in fire safety signs, particularly when it comes to fire extinguishers. Explain that all new extinguishers are red and that they differ in what is written in bold in a particular colour on the appliance itself and on the label fixed above the appliance. Colour is also a guide about what to do (blue) and what not to do (red).
- Refer to the particular format, for example information in blue at the top of the Fire action notice to get you to do something; red at the bottom as a warning about what not to do. Note, though, that this is not the same for every safety sign.

- Ask learners if there is anything about the signs used on this page that would make them hesitate if they were using the extinguishers in the event of a real fire. Discuss the difficulties, focusing on specific technical words if necessary.
- Ask everyone to look up the meaning of the word 'flammable' in the glossary and point out how the glossary can be used to find subject-specific words and their meanings.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.3	E6	C1.2
Rt/E3.9		
Rw/L1.1		
Rw/L1.2		
Rt/L1.2		
Rt/L1.3		

Task 1

Use the information on fire extinguishers to answer some questions

Rt/E3.3

Rt/E3.9

Rt/L1.3

- Point out the glossary, to check the meanings of words used in the questions and on the signs.
- Emphasise that although fire extinguishers may all look the same, 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 help to keep them safe. Stress that it is unwise to help others if you put your own life in danger by doing so.

If the learner has difficulty

- Check learners' understanding of words on the signs and in the questions. Look up words in the glossary as necessary. 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'.
- Reduce the workload. Using the Fire extinguisher information from the Source material, ask the learner to highlight all the symbols and colour used, and words that are tricky to read and/or understand. Return to the first extinguisher sign in Task 1 and ask them to do the same.

- 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 this symbol in the 'can use' section or the 'do not use' section? Name some electrical equipment likely to be found in your place of work. Can you spot the symbol for electrical equipment on the other extinguishers?*

Extension

- Give the learner 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 should be used for each fire.
- This could be used to make a checklist for colleagues.

Task 2

Read and understand a fire safety notice

Rt/L1.2

Rw/L1.2

- Talk about the difference between discovering a fire and hearing an alarm – the action you take will differ considerably.
- Draw attention to the headings on the Fire action notice.

If the learner has difficulty

- The third statement in 'On discovering a fire' is conditional (provided it is safe) and may be difficult for some learners to understand. You may have to explain this meaning.
- Use the task to highlight the spoken equivalents of these words in the text: extinguish/put out, inhale/breathe in, etc. Encourage learners to keep a vocabulary notebook for words typical of the more formal written style of language and their informal equivalents in speech.
- You may need to discuss some of the other language aspects of the notice for ESOL and other learners: 'sound the alarm', 'appliances', 'hearing the alarm', 'tackle the fire', 'assembly point', 'authorised'.

Extension

Learners find out and write down the procedure for getting employees out of their building in the event of a fire. They can bring this information to the next session written as numbered instructions.

Task 3

Circle the correct meaning of highlighted words

Rw/L1.2

- Ask learners to read the whole sentence first before deciding on the appropriate meaning for each word, to encourage prediction skills.
- Discuss the use of technical and complex vocabulary in health and safety information. How do learners work out meaning? What might be the impact of not understanding those words properly?

If the learner has difficulty

- Discuss the likely meaning of the highlighted words by talking, for example, about what will probably happen to a **dry** towel caught near flames – this should help learners understand the word ‘flammable’. Ask the learner to think of other materials that are flammable – this will make strong associations with the meaning of the word (if the learner has made the suggestions).
- You may need to support the learner to use the glossary.

Extension

Ask learners to find the meanings of technical vocabulary in other instructions.

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?’

Fire safety

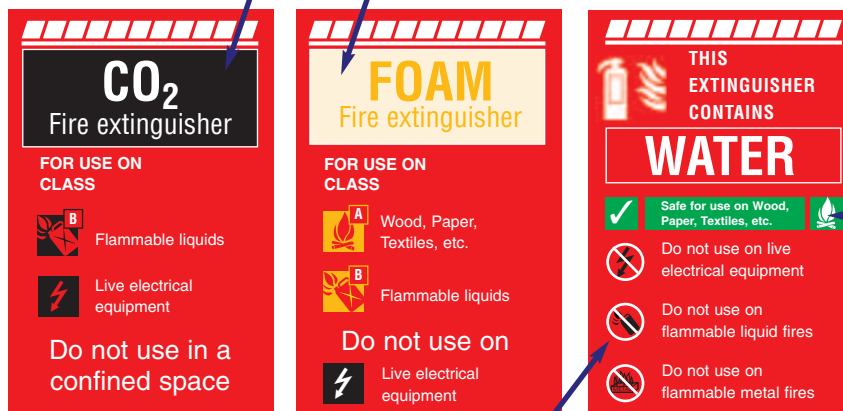
Focus

Health and safety signs use **colour**, **symbols** and **words** to help you find information quickly. Make sure you know how to use fire extinguishers.



These are *information* signs. The colour red makes them stand out. The **symbol** of flames shows that they are to do with fire safety. **Symbols** and **words** show what sort of fire equipment is available.

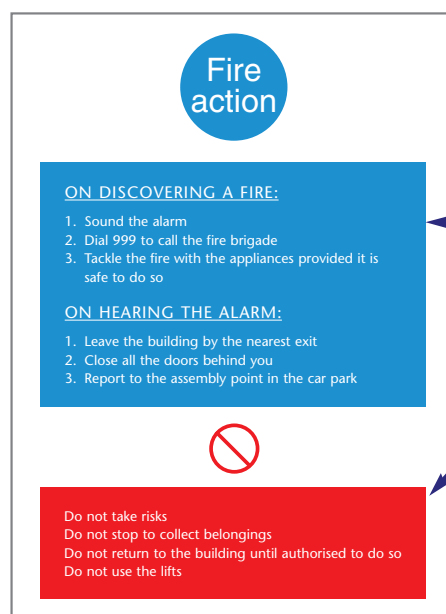
Colour is used to show the type of extinguisher.



These signs give you *instructions* about how to use fire extinguishers.

The **symbols** and **words** give information about the type of fire that can be put out with the extinguisher.

This **symbol** shows the things you should not do.



This fire action sign uses:

- **symbols**
- **colour**
- **numbering.**

It gives two types of *instructions*.

Blue shows instructions about what you **should do** if a fire starts.

Red shows instructions about things you **must not** do if a fire starts.

To follow information or instructions on safety signs, you need to understand the **format** (how it is set out) and the words that are used.

Fire safety

Task

Task 1

Use the Fire extinguisher information from the Source material. Tick your answer to each question.

- 1 On wood and paper fires, you should only use water. True ☐ False ☐
- 2 Can you use a water extinguisher on flammable liquid fires? Yes ☐ No ☐
- 3 The symbol ⚡ in these signs represents: Lightning ☐ Electricity ☐ Danger ☐
- 4 Carbon dioxide is for fires involving:
Live electrical equipment ☐ Wood ☐ Confined spaces ☐
- 5 Black is used for extinguishers that contain:
Carbon dioxide ☐ Foam ☐ Water ☐

Task 2

Read the Fire action notice from the Source material.
Decide whether these statements are true or false.

- 1 You should call the fire brigade before sounding the alarm. True / False
- 2 The assembly point is in the car park. True / False
- 3 You should always try to tackle the fire with an extinguisher. True / False
- 4 You should not go back into the building unless you are given permission by someone in charge. True / False
- 5 You should get out of the building straight away, leaving any personal belongings behind. True / False

Task 3

Circle the correct meanings of the highlighted words.

- Never try to **extinguish** a fire with **flammable** material, such as a dry towel.
- Do not use a gas-based fire extinguisher in a **confined** space such as a kitchen.
- **Inhaling** fumes from fire extinguishers can cause lung damage.

extinguish	leave	put out	burn	start
flammable	easily burnt	damp	fire-proof	flaming
confined	large	open	small	busy
inhaling	breathing out	breathing in	coughing	burning

PAGES 3:7–3:8

Reporting accidents

Occupational setting

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

Warehouse 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 does not happen in the future.

Materials

Accident report form from the Source material (on OHT and copies for learners)

A short accident scenario relevant to the learners' work setting – this can be 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)

Introduction

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

Focus page

- Give learners a workplace-accident scenario, in writing or verbally.

- Ask learners what they think is the most important information. Highlight this information if the scenario is given in writing 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). Note that only facts are included on an accident report form. Ask learners if any of the statements on the board/flipchart (or highlighted if using written text) are an opinion and therefore should not be included.
- Ask the group to number the statements in the order in which the accident appears to have happened.
- Using the blank Accident report form from the Source material on an OHT (or give learners individual copies), discuss the headings and sections and ask where they would place the information they have just agreed. Write it in on the OHT.
- Talk through the process of proofreading for errors: *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 tonne of bricks' – it's not formal enough. It would probably be better to say that she fell very heavily.* It is important for learners to realise that this is the normal checking process. (Note: proofreading needs to be split into separate activities, each checked independently, for example, checking for spelling, then checking for punctuation, then checking suitability of language for audience.)
- Remind learners to use the past tense (because you are describing something that has happened in the past). ESOL learners need help and practice with putting verbs in the past tense. They could then underline past tenses (past simple and past continuous) in the report for Task 2.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	E6.2	C1.3
Wt/L1.2		
Wt/L1.3		
Wt/L1.4		
Wt/L1.5		
Rt/L1.1		

Task 1

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

Wt/L1.2

Wt/L1.5

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

If the learner has difficulty

- Write the statements onto slips of paper and then, 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 of the accident (i.e. what made it happen)?*
- If necessary, create a writing frame from the answers to Task 1. This could be written on a memory card or in a notebook for future reference.

Extension

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

Task 2

Underline sentences from a written accident statement that contain relevant information

Rt/L1.1

Remind learners of the need to select relevant information. Remind them of the group and pair work they did at the beginning of the session.

If the learner has difficulty

- Have prepared ten statements that are either fact or opinion (e.g. The ROPT driver fell on the floor. It was a bit cold that night. She seems to enjoy a good laugh. There was grease on the floor). Ask the learner to separate the statements into facts and opinions. Remind them that only the facts would be needed in an accident report.
- Enlarge and photocopy Task 2 and ask the learner to cut up the text into individual sentences to sort into facts and opinions. This should help him or her identify the four key sentences required to complete the task.
- ESOL learners might benefit from having a copy of the report with the verbs blanked out and a list of verbs to use in the blank spaces, or they can review past tenses. Get learners to underline the past-tense verbs in the report and circle negatives. Discuss the meaning of any verbs they are unfamiliar with.

Extension

- Ask the learner to recall an accident that they witnessed or that happened to them and to write it up in the formal, factual style required on accident report forms.
- Ask them to write this up on a form from their own workplace.

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

- Ask learners to read the description through first and identify any phrases they are unfamiliar with (e.g. 'they told me it was bust'). Ask members of the group to say what the phrases mean. *Is this sort of language acceptable in a formal report? If not, what words would replace them?* Explain that a report needs to be written in standard English so that it can be understood by others.
- 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, which could be written on the Accident report form from the Source material.
- ESOL learners may need to look at the grammar of the report form and practise writing accounts in the past tense before they tackle this task.

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’ and ‘stay put’.
- Enlarge and photocopy the text and cut it into individual sentences. Start by asking the learner to rewrite each sentence using more formal words. They can then pick out the sentences that explain what happened and put these into the most logical order. They are then ready to complete the task.
- Encourage the learner to write and check a draft report before transferring it to the Accident report form.

Extension

Give learners a set of colloquial phrases, e.g. ‘His feet went from under him’; ‘Her arm was black and blue’. Learners compose formal phrases that would be suitable for an accident report.

Theme assessment

Give the learner some key words (e.g. ROPT, 11:30 am, leg, distracted, workmate behind me, boxes) and ask them to use the words as the basis for a short accident report.

Reporting accidents

Focus

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

Put information in the **correct** places.

ACCIDENT REPORT	
1. About the person who had the accident	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
2. About the person filling in this record	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
3. About the accident	
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 _____
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	Signature _____

This section is where you put the **details** of the accident.

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

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

Use **formal** language.

Write details in a **logical order**.

Check what you have written for any errors in:

- spelling
- punctuation
- language.

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.

Reporting accidents

Task

Task 1

Look carefully at Part 3 of the Accident report form from the Source material.

Tick the information that you would 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 passing by the loading bay. Paul was just finishing work for the day. As he stepped off the ride-on pallet truck his legs went from under him. He twisted his ankle. I told him that I thought it was broken, but fortunately it was not. I was very worried about him. I did not see exactly what he slipped on, but the floor was wet in places. It was definitely not his fault - he was being careful. I reckon that the cleaner forgot to leave the wet floor sign out after cleaning the floor. Either that or some stuff might have been leaking from a roll cage. I asked the manager to come and look at him.

Tip

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

Task 3

This is the warehouse operative's description of his accident. Pick out the relevant details and write a suitable entry for an Accident report form. Use the information in Task 2 to help you.

The manager said to have my ankle checked at casualty. I slipped on a bit of water or some such stuff on the floor as I was getting off the footplate of the ROPT. I went a cropper on my left ankle. They told me it was bust, well not exactly bust, more badly sprained. My friend said 'You stay put while I get the manager.'



PAGES 3:9–3:10

Your role in the workplace

Occupational setting

Everybody working in a warehouse 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, what is expected of you and what you can expect is part of understanding your role and taking responsibility within the team. This often involves reading and understanding long and difficult pieces of text, ranging from induction materials to legally binding contracts. This theme develops some of the skills required to read and understand information in different formats.

Materials

General terms and conditions of employment from the Source material (0:16)

Organisation chart from the Source material (0:17)

Job description from the Source material (0:18)

Examples of different job information from workplace relevant to the learners, ideally including an organisation chart, and documents that use a variety of format features (e.g. subheadings, bullet points and numbered points)

Short extract from a work document that includes subheadings and bullet points on OHT

Dictionaries

Learning outcomes

- 1 To use the format of texts to find information (focus page, Tasks 1–3)
- 2 To use different reading strategies to follow the information (focus page, Tasks 1–3)
- 3 To find or work out the meaning of unfamiliar words and phrases (focus page, Task 3)

Introduction

- Note: this theme contains a lot of reading for which many dyslexic learners will need additional support.

- Discuss documents related to job roles, such as contracts and job descriptions. Make sure learners know what sort of information each one gives them about their job and role. For example, a contract of employment sets out your rights and responsibilities at work; a job description says exactly what the job involves; terms and conditions give you information about the conditions you will work under.
- Talk about difficulties learners experience in reading these types of documents. Confirm that most people find these difficult; however, it is important to understand such documents, as they affect your work.
- Compare the way the different documents are set out. Write down some key features on the board/flipchart, such as: subheadings, bullet points, numbered points and so on. Ask why documents might use these features. Do they make it easier to follow? Do they help you to find particular information? Do they break the information up into clearer ‘chunks’? When are the numbered points used and when are bullet points used, and why? Note the use of imperatives for instructions/things that tell you what to do, for example, ‘check’, ‘count’. Ask learners to find examples in the extract on the focus page.
- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that the job role is clear. Discuss the impact of not doing this.

Focus page

Organisation chart

- Show learners the full copy of the Organisation chart from the Source material. Explain how the links between job roles are shown by the arrows.
- As a group, use a real workplace chart or develop an organisation chart showing the line management in the workplace.
- If a real chart is used, ask questions relating to it along the lines of those in Task 2 on the next page. If learners devise a chart, discuss what the arrows show about people’s responsibilities for and to other people.

- Point out the information on the focus page about how to read the chart. In small groups, ask learners to think of one positive reason for using a chart to give this sort of information.

Text

- Explain to learners that they are going to look at the reading strategies of skimming and scanning.
- Explain what skimming means and use a piece of text to give an example.
- Repeat with scanning for a key word.
- Note: dyslexic learners will need a lot of practice at skimming and scanning to gain confidence. Emphasise that they don't miss important information if they do not read everything.
- Give learners six seconds to skim a short extract from a work document that includes subheadings and bullet points on an OHT. Discuss what people remember/picked out. Explain that skimming is about reading quickly to get an idea of what something is about.
- Using the same extract, ask learners to see how quickly they can find a particular piece of information. Ask a question that requires learners to scan for a key word or phrase in order to find the answer. Ask learners what they did to find the information. Introduce the idea of scanning for a key word or phrase to find information quickly. Repeat the exercise with a different question, reminding learners to look for the key word.
- Explain that skimming and scanning can be used to find the correct document and particular information. However, information has to be read in detail to understand it. Introduce the sort of problems that might occur in work documents, such as unfamiliar words and abbreviations (jargon).
- Ask learners to think of abbreviations they know or use and what they mean. Use the example in the extract to explain that unless you know or can work out what an FLT is (forklift truck), this point does not make sense. Ask learners to guess what FLT means. How could they find out?

- In small groups, ask learners to find out the meaning of the highlighted word 'subsequent' plus other words that are unfamiliar by using a dictionary. Make sure learners know how to use a dictionary. Support learners to look up words using alphabetical order and to interpret meanings in their own words.
- As a whole group, work out the meaning of 'probationary period' and 'fixed-term temporary contract'. This can be done by looking up the separate words in the dictionary and then putting them together.
- Using learners' ideas, break down the sentence in the extract and summarise the key information to make the meaning clearer.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	E13.2	
Rt/L1.5		
Rw/L1.1		
Rw/L1.2		
Rt/L2.5		

Task 1

Use the layout (format) of texts and quick reading strategies to find key information

Rt/L1.4

- Remind learners about skimming and scanning methods and using format to find information quickly and to get the gist.
- Make sure learners have a copy of the Terms and conditions of employment, the Organisation chart and the Job description from the Source material.

If the learner has difficulty

Encourage learners to scan the texts for the key word in each question, for example 'shift' for question 1, 'qualifications' for question 2 and 'supervisor' for question 3. They can scan just the subheadings in the Terms and conditions and in the Job description but they need to read the boxes to find the key word in the Organisation chart.

Extension

Ask learners to find three different texts from their induction material and to use the format to get the gist of what they are about without reading every word. This can be done in pairs as a discussion.

Task 2

Find information about job structure from a chart

Rt/L1.4

Rt/L1.5

- Make sure learners each have a copy of the Organisation chart.
- Remind learners to scan for key words and follow the arrows up or down to trace the information.
- Advise learners to read the questions carefully to make sure they are looking for the correct information.

If the learner has difficulty

- Encourage learners to scan for the key job titles in the Organisation chart. Indicate that the top one is an abbreviation (SOMs). Make sure they can work out what this abbreviation means, using the first letter of each word (system operations manager).
- Encourage learners to trace up or down the arrows, depending on the question. Make sure they are aware of the difference between looking for who people are responsible *for* (following down the arrows) and who they are responsible *to* (tracing up the arrows).

Extension

- Ask learners to find out who they should go to at work for the following reasons:
 - to report an accident to a colleague
 - to make a complaint about a colleague
 - to ask for time off
 - to ask about training.

Task 3

Read and interpret a job description

Rt/L2.5

Rw/L1.1

Rw/L1.2

- Remind learners that a job description is a summary of the skills required for a particular job.
- Explain that this task requires them to decide in which section they will find the information they need to answer the questions. This means linking the information required with the subheadings on the page.
- Remind learners that they will need to read the relevant parts in detail in order to answer the questions properly.

- Make sure learners know which document to use for this task (Job description).
- Do the first question as a group – this is a trick question and might confuse learners (no GCSEs are required). Use this as an example of the importance of reading everything carefully in order to interpret the information.
- Point out that for question 4 they do not need to put what the initials stand for, just the general meaning.

If the learner has difficulty

- This task requires some interpretation of information. Poorer readers will need extra support.
- Go through the three remaining questions one by one with the learner.
- Encourage them to find the relevant section first by using the subheadings. Help them by asking questions. For example, read out the subheadings and ask which are likely to have information about the skills you need.
- If the learner finds it hard to use the subheadings, encourage him/her to look for key words in the text, such as 'responsibility' (question 3) and 'wages' (question 4).
- If necessary, guide learners to the relevant part of the text and ask questions about what they have read.

Extension

Ask learners to read through their own job descriptions and give a summary of their responsibilities/role in the company.

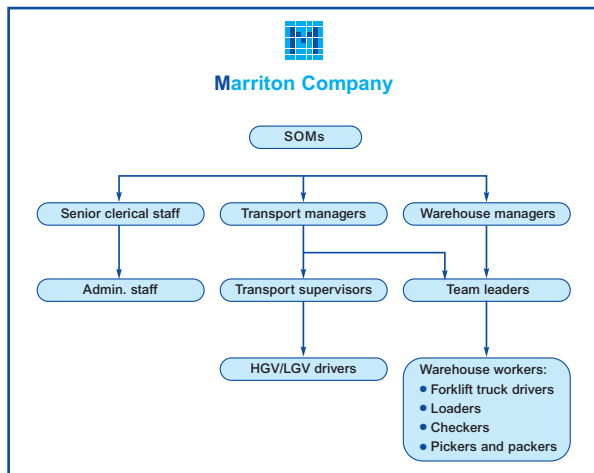
Theme assessment

- Ask learners to find the terms and conditions for their own jobs and compare them with the extract on the focus page.
- They can discuss similarities and differences as a whole group.

Your role in the workplace

Focus

You will be expected to read some information about your job. You will need to read different types of information in different ways and may need to find information quickly.



Sometimes information is given in a chart **format**.

The lines and arrows show you how one thing is linked to another.

- Use the boxes to find the part you need.
- Use your finger to trace the line from that point.

Other types of **format** or layout help you to find particular information quickly, e.g.

TITLES

Subheadings

- Bullet points.

You can use these to **skim** and **scan** to find key information before you read it in detail.

GENERAL WAREHOUSE WORKER

A warehouse worker's job is to handle goods passing through the warehouse. This involves dealing with goods inwards and outwards and storage of goods.

Responsibilities

The main responsibilities are:

- Handling goods passing through the warehouse using **FLTs**
- Checking authenticity, quantity and quality of goods as they arrive
- Signing delivery notes.

You might come across **abbreviations**. These are short versions of a word or phrase made by:

- using initials
- using the first few letters
- leaving out the vowels.

What's an FLT?
What does 'subsequent' mean?
What's a probationary period?
What's a fixed-term temporary contract?

You will need to read most information in detail and make sure you understand every word.

Subsequent to successful completion of this **probationary period** the employee will be offered either a permanent position or a **fixed-term temporary contract**.

Legal documents often contain **unfamiliar** words or phrases. If you are not able to work out the meaning of the word you should:

- look the word up
- ask a colleague what it means.

Your role in the workplace

Task

For these tasks you will need the General terms and conditions of employment, the Job description and the Organisation chart for the Marriton Company from the Source material.

Task 1

Look quickly at the General terms and conditions of employment, the Job description and the Organisation chart for the Marriton Company. In which of the three documents would you find the following information?

- 1 Whether you can change your shift hours
- 2 What qualifications you need
- 3 The next job up from a supervisor

Tip

Use the format to help you see quickly what sort of information is in each document.

Task 2

Use the Organisation chart to answer the following questions.

- 1 Who is the systems operation manager directly responsible for?
- 2 Who are transport supervisors responsible for?
- 3 Who are pickers and packers responsible to?

Tips

- Find the part you need.
- Follow the linking lines on the chart.

Task 3

Use the Job description to answer these questions.

- 1 How many GCSEs do you need for this job?
- 2 Do you need to be able to work on your own or as part of a team?
- 3 What sort of records is it the warehouse worker's responsibility to keep?
- 4 What do you think 'pa' stands for where it says 'Wages – £9000 pa'?

Tips

- Find the subheading you need.
- Read the sections in detail.
- Look up any unfamiliar words.

PAGES 3:11–3:12

Team briefings

Occupational setting

Good team leaders are essential to maintain working relationships and ensure the smooth running of the warehouse. The focus page is about recognising particular qualities that an effective team leader has. It relates to Unit 13.1 of the Occupational Standards 'Work well as part of a team', covering performance criteria 1–5. (It does not directly cover point 6 – 'Reporting difficulties with colleagues to the appropriate person'.)

Materials

Materials required for chosen team-building games (see website www.businessballs.com/teambuildinggames.htm)

Audio equipment

Learning outcomes

- 1 To understand the qualities of an effective team leader (focus page)
- 2 To understand the difference between good and bad practice when talking to the team in a briefing (focus page, Task 1)
- 3 To listen carefully to others (focus page, Task 2)

Introduction

- Explain to learners that they are going to do some team-building games, with a different person in charge of each game.
- Choose about three team-building games for learners to do in teams of three. These might be games used as part of staff training or games adapted from a website (suggested above). Examples include building a bridge out of newspaper, designing a flag that symbolises all the team members, and so on. A different person should take the role of team leader, or captain, for each game.
- Note: some dyslexic learners will be good as team leaders as they will be able to see the whole picture whilst other members of a team can concentrate on the detail.

- At the end of the games, discuss and note down learners' ideas for what particularly helped the teams work together. (This should concentrate on the positive aspects and general points – avoid personal criticism.) Use the focus page for prompts if learners find this difficult.
- Ask learners to think of people they have come across who have good leadership or teaching qualities. What made them good leaders/teachers? Use the ideas on the focus page for prompts if necessary. Write the ideas on the board/flipchart, where possible dividing them into personal qualities and social qualities (the latter to do with including/helping/motivating *others*). The focus page can be used as a guide – the lighter boxes on the right are about personal qualities and the darker boxes on the left are about social qualities. (The division is for discussion purposes only; it is acknowledged that they are interlinked.)
- ESOL learners may need help with vocabulary for personal qualities. Encourage them to use bilingual dictionaries.

Focus page

- Go through each point on the page, working in a clockwise direction along the lighter coloured boxes on the right first. Compare the points with the learners' points, and for each one discuss:
 - what is meant by each skill, giving examples from the workplace or the team-building games where appropriate
 - why this is a good skill to have
 - what the consequences could be if a team leader did not have this skill.
 - (Body language might be mentioned here as part of the 'good communication skills'. It is covered further in later bullet points.)
- Ask learners to think of any more skills a good team leader at work might have. Put ideas on the board/flipchart. Discuss the ideas as before. (ESOL learners might want to use their bilingual dictionaries again.)

- Emphasise the importance of team work and the fact that a team leader is still part of a team, which means she or he should make sure others are included. In small groups, learners look at the picture of a team meeting and discuss which people seem to be taking an active part and which are not. How can they tell?
- As a whole group, use learners' ideas to remind learners of how body language can give positive and negative signals to others.
- Role-play or make a list of body language/gestures/facial expression that signal to someone the other person is listening or wants them to speak.
- Emphasise that understanding body language helps to establish good communication. Be aware though that difficulties might stem from different cultural practices rather than from language issues.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	E13.1	
SLd/L1.1		
SLd/L2.1		
SLd/L2.2		
SLd/L2.5		

Task 1 9

Listen to a team leader and assess what she is doing incorrectly

SLd/L2.2

SLd/L2.5

- Explain to learners that they will be listening to a short audio clip of a team leader doing a briefing.
- Give learners time to look again at the points on the focus page to remind them of good practice.
- Play the audio clip through once for learners to get an idea of what is being said.
- Look at the three questions to make sure learners understand them. Discuss this with the group if they want to share opinions.
- Play the audio clip again with these questions in mind.

If the learner has difficulty

- Ask learners direct questions about what they have heard, for example: *How would you feel if someone spoke to you like this?*
- Go through the focus page with learners, looking at the appropriate parts and ticking off what they think Cara is not doing. Ask questions, such as *Do you think she shows respect for other team members?*
- If the problem is one of remembering what was said, read out the audio script again for learners, one response at a time, asking them about each as you go along.

Extension

Ask learners to discuss examples of good teamwork they have come across in their own jobs.

Task 2 10

Listen to and note down other people's contributions in team briefings

SLlr/L1.1

SLd/L1.1

- Explain to learners that they will be listening to an extract from a team briefing. They will hear three people altogether.
- Go through the tips, making sure learners understand what a key work issue is. Give an example of the sort of problem someone might raise during a team briefing at the learners' place of work.
- Play the audio clip through first for learners to hear the three voices.
- Ask learners to listen again, thinking about the work issues raised.
- Play the audio clip again. If necessary, pause the clip after each person's contribution, to give learners time to write down the concern or issue raised by each.

If the learner has difficulty

- Pause the audio clip after each speaker, so that the learner can respond to just one speaker at a time.
- Ask questions after each person's contribution, to check the learner has understood the gist of what was said.
- If necessary, pause the clip at the key place (just after each person's point has been made) to draw attention to the key parts.

Extension

Give learners a problem-solving simulation for groups of three. The team leader reports a problem with safety or work practices, finds out what led to the problem and gets suggestions from the team to prevent the problem arising again. The team members give their accounts of what has led to the problem, raise any concerns they have and make suggestions.

Theme assessment***If learners are in a workplace setting***

- Ask for feedback on a team briefing learners attend. They should make notes on the team concerns or ideas that are given and/or any contributions they made.
- To help learners, it might be best to get small groups or pairs to concentrate on one particular area rather than trying to note everything down.
- Learners can discuss and decide as a whole group who is going to do what.

If learners are in not in a workplace setting

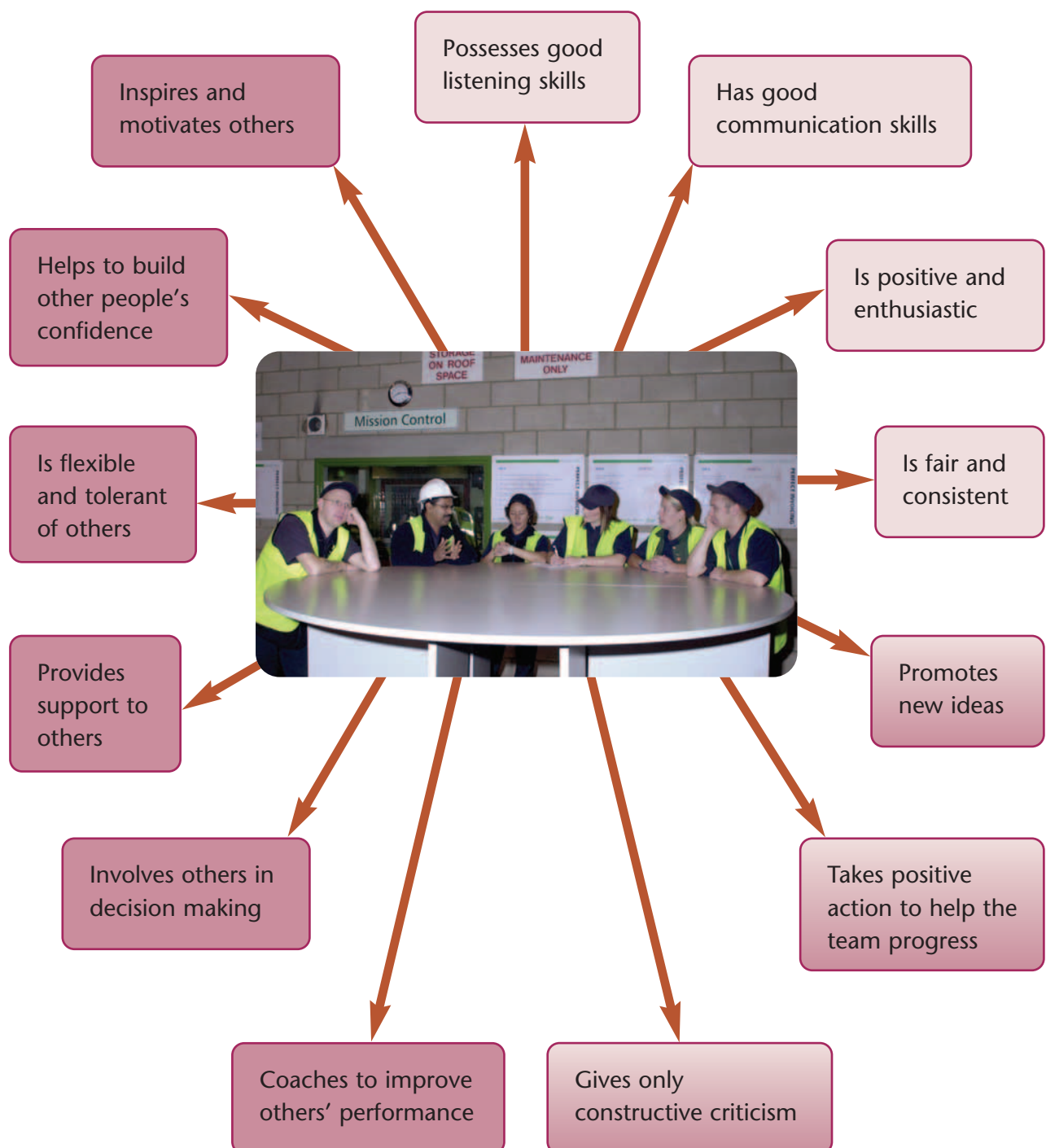
- Using their experience, learners choose three problems (e.g. increase in the number of orders going out incomplete) and then briefly discuss the likely causes.
- Discuss with learners useful phrases for introducing these problems to others.
- Learners then take turns to lead a short discussion. Remind them that the aim is to be constructive, respect views and involve everyone in the discussion.
- Encourage learners to reflect on the success of the communication – how they felt, the tone of the discussion, whether people were cooperative, etc.

Team briefings

Focus

In your job you will be working as part of a team. You may be required to lead the team. To be a really effective team leader you need to be able to appreciate and work well with your colleagues.

An effective team leader has many skills:



Team briefings

Task

A team leader needs to possess the skills to encourage others to join in and to listen and respond to their needs.

Cara



Task 1

Cara is a team leader. She has the job of passing on negative information to her colleagues at the beginning of a team briefing. Listen to what she says and discuss these points.

- 1 Why is she not being an effective team leader?
- 2 What should she be aiming to do?
- 3 How could she have said it in a better way?

Tip

Use the information on the focus page to get you started with question 1.



Task 2

Imagine that you are the team leader. Your job is to make sure everyone's concerns are noted so that something can be done to help.

Listen to part of a team briefing. Write down the three main concerns raised by these team members.

Moira



Sham



Tom



Team concerns

- _____
- _____
- _____

Tips

- Listen for key phrases such as '*I noticed that ...*', '*I am concerned that ...*'.
- As you listen, focus on the key **work issue** being raised.

PAGES 3:13–3:14

Appraisal

Occupational setting

The purpose of this theme is to develop a positive approach to the review and appraisal process. It is intended to help learners prepare for appraisal and understand the importance of expressing themselves clearly. It is important that learners see appraisal as an on-going process that can be a positive experience and of benefit. Responding constructively and positively to any potential criticism is difficult for anyone, but learners can be helped by encouraging them to find constructive solutions to particular problems.

Materials

Examples of appraisal forms

Self-assessment questionnaire from the Source material (0:19)

Audio equipment

Learning outcomes

- 1 To understand written information about appraisal (focus page, Task 1)
- 2 To make brief notes in preparation for appraisal (Task 2)
- 3 To consider appropriate ways to discuss issues during appraisal (focus page, Task 3)

Introduction

- Discuss the review and appraisal systems learners are familiar with in their own setting. They will probably be called something different in each company. *What is the purpose of appraisal? Is there anything difficult about being appraised? What skills do you need for appraisal?*
- Ask learners to identify their positive and negative experiences of reviews and appraisals, either at work or elsewhere. Possible negative reactions may include feeling that they have been criticised unfairly or that nothing ever happens as a result of appraisal.
- Elicit from the group what makes a review or appraisal a positive and forward-looking process, including:
 - positive feedback for the things that are going well
 - constructive and fair criticism where there are weaknesses
 - positive suggestions
 - setting of specific targets
 - follow-up after appraisal.
- For the appraisees, appraisal is a good way to air any problems in the workplace and to make points about training needs and the future. For the appraiser, it is a good way to identify possible problems in the workplace and training needs, and to contribute towards effective management. It is important that learners understand this.
- You may need to explore how positive and negative feedback differ: in tone, language used, body language, etc. You could model this for learners (particularly ESOL) so that they can understand how each will sound.
- You need to be aware that difficulties might stem from different cultural practices rather than from language issues.

Focus page

- Go through the section 'Getting ready for the meeting'. Ask learners to give examples of what they might include in their notes. Emphasise (using examples) the need to think about the positive aspects of their jobs, as well as raising issues or problems.
- Point out that making a few notes beforehand is useful as a reminder, particularly if you find the appraisal interview daunting.
- Focus on a scenario in which the appraisee has something difficult to raise during appraisal. This could be a problem with a line manager or colleague. Discuss in pairs the best way to tackle this situation. Emphasise that this should be dealt with on a professional level. What are the dangers of being negative here?
- This can be developed into a role-play by mixing up the pairs. First the 'appraisee' should rehearse straightforward answers. Then introduce how to talk about some of the difficult issues: being clear, not blaming other

people, using professional language. Ask learners to pick out appropriate and inappropriate ways to express their concerns and give reasons.

- Expect this to be more difficult for ESOL learners and for those who find it difficult to choose diplomatic language. The best way to learn this is by controlled example, as in the role-play.
- For some learners, and ESOL learners in particular, role-play needs to be controlled and structured. You might devise short scripts of good and poor examples of appraisal to read out and discuss. You will need to ask direct questions to ensure understanding.
- The group could listen to each role-play and 'score' performance based on how effective the appraisal would be in improving things for the appraisee.
- Note: if learners are in work, it would be helpful to relate the appraisal back to their job descriptions.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	E13.3	C2.1
Wt/L1.2		
Wt/L1.4		
Wt/L1.5		
SLc/L2.1		
SLc/L2.3		

Task 1

Read information and explain it in own words

Rt/L1.1

- Remind learners of the value of reading information on forms first and that understanding the 'big picture' will help them contribute positively to their own appraisal process.
- Learners need to pick out the purposes of appraisal as outlined.
- The word 'opportunity' is a clue to completing this task. However, learners need to know what this word means.
- Learners discuss each point and make a note of what each means.

If the learner has difficulty

- Learners who are having difficulty may find it helpful to read the text aloud in order to make sense of long sentences. Guide them to the part of the Self-assessment questionnaire from the Source material that contains the information they are looking for. Highlight or underline five points from this text about the purpose of appraisal.
- Learners should formulate their own version of these points verbally, before making a note of them.
- Check that all the terminology is understood – most is in the glossary. 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.

Extension

Refer to other relevant workplace documents that are also about appraisal. Learners should outline the process in their own words.

Task 2

Complete an individual appraisal preparation form

Wt/L1.2

Wt/L1.4

- Emphasise the importance of preparing for appraisal and thinking carefully about what you want to say and making a note of this.
- Make sure learners each have a copy of the Self-assessment questionnaire from the Source material. Check that they understand the form and the instructions.
- Ask learners to think about positive things first. They need to keep in mind what they aim to achieve from the appraisal. How are they going to do this?
- Learners may need to write more notes to reflect their thoughts or could use thought-bubbles, as done on the focus page.

If the learner has difficulty

- Talk through each of the headings and ask direct questions to help the learner structure their thoughts. Write this for learners, if you need to remove the burden of writing.
- Focus on expressing things positively and professionally.

- Ensure learners understand the language of the form.

Extension

Discuss the pros and cons of having prompts, as this form does. Is it helpful or does it make you forget the things you want to say?

Task 3 11

Think about appropriate ways to express concerns in an appraisal situation

SLc/L2.1

SLc/L2.3

- Remind learners about the importance of being positive and constructive in appraisals, rather than 'having a moan'.
- Play the audio clip through once for gist.
- Play the audio clip again, pausing after each person speaks.
- Ask learners to give reasons for their answers – what is good, what is bad and how it can be improved.
- Model some additional examples from your own experience.
- If appropriate, discuss body language, using the photographs as examples.

If the learner has difficulty

- Replay the audio clip or role-play each audio script. Discuss the merits of each clip in turn and support learners to express an opinion about each.
- ESOL and other learners may need you to explain why the first and third clips are not appropriate, as there are significant subtleties in the language. In particular, the first clip includes the phrase, 'I'll just pick it up as I go along'. Although this seems to be reasonably acceptable at first hearing, it is not really appropriate because it doesn't give a good impression of keenness to learn. The third clip has two problems: the appraisee is critical of customers ('a bit odd', 'can't make them out') and of the line manager ('you should have told me'). The appraisee feels useless.

Extension

Learners think of some additional examples of good-practice ways of talking about difficult aspects of appraisal to share with other learners.

Theme assessment

Learners use their own job description as a framework to identify and list the skills they need to develop for promotion.

Appraisal

Focus

Whether it is called appraisal, evaluation, assessment or review, a meeting or interview with your manager can help you to think about:

- how you feel about your job
- how your training is going
- what you would like to do in the future.

Make sure you understand what appraisal is all about.



Getting ready for the meeting

- Use the appraisal form to focus your attention on the issues.
- Think of examples of how you do your job well.
- Gather information and evidence about what you have achieved in your job.
- Think about what you would like to develop or improve in the future.

- Think about each statement on the form.
- Think about the things you are good at.
- Think about any issues you have.
- There may be things you want to discuss that are not covered on the form – make a note of them.
- Write some notes to remind you about everything you want to talk about during the meeting. Take your notes with you to refer to.



At the meeting

- Use your appraisal form to help you remember what you want to say.
- Express yourself clearly.
- Ask questions.
- Discuss and agree your next steps with your manager.
- Make sure the review form is filled in.

Think about clear and positive ways to raise some of the issues:

- Use clear language.
- Be professional.
- Do not blame other people.



After the meeting

- Remind your manager about how he or she agreed to help you.
- Make sure you keep to the agreements you made.

The review process is there to help **you** and **your employer**.

Appraisal

Task

Task 1

What is appraisal for?

- 1 Read the top of the Appraisal Preparation Form.
- 2 List the five things that appraisal gives you an opportunity to do.
- 3 Write each one in your own words, as shown.



Appraisal Preparation Form
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.

Tip

Check any words that are new to you by asking a friend or looking them up.

Appraisal gives me the opportunity to:	In my own words this means:
● evaluate my own practice	● Think about how I'm getting on at work
●	●
●	●
●	●
●	●

Task 2

Find the Self-assessment questionnaire in the Source material.

- 1 Think about your own work and fill in the form.
- 2 Make some notes about what you would want to say to your line manager about the issues that come up.

Tip

Ask yourself:

- Is this a positive way to express an opinion?
- How will a line manager react to this?
- Will this get the result I want?



11

Task 3

Listen to these warehouse workers talking about their job knowledge in an appraisal meeting. Do they get the message across in a positive and clear way?



PAGES 3:15–3:16

Training – taking notes

Occupational setting

Training and staff development are important aspects of warehousing today. Staff in large organisations have individual development plans, which identify areas where they need training. Staff will need to read training materials and take part in training sessions throughout their career in warehousing. This theme relates to Unit E13 of the Occupational Standards and develops the reading, writing and listening skills needed for making notes, either at work or in training sessions. This theme introduces several strategies for taking brief notes that can be used for keeping a record of main points from written training materials and during training sessions.

Materials

Audio equipment

Learning outcomes

- 1 To identify the purpose of taking notes (focus page)
- 2 To introduce and experiment with different note-taking strategies (focus page, Tasks 1 and 2)
- 3 To practise note-taking strategies (Tasks 3 and 4)

Introduction

- Discuss where note taking could help learners in their jobs (for example, training sessions, induction material, telephone messages).
- Discuss the general purpose of taking notes from policies, procedures and training sessions, for example, memory prompts, to help understanding, for quick reference of main points.
- Discuss any note-making/taking strategies learners already use and any difficulties experienced.
- Emphasise the importance of finding a way of making notes that suits the individual, in terms of both writing down information and reading it back later.

Focus page

- This page might be off-putting, especially for people with visual difficulties, as it holds a lot of information. If appropriate, discuss the examples one at a time, displaying just that example on an OHT. Learners need to be familiar with the abbreviations they intend to use before using them.
- Ask learners to write down a text message to 'send' to another learner as if using a mobile phone. (Alternatively get learners to text each other.) Other learners 'read' the message aloud. Discuss the different ways of representing words – combinations of symbols, shortened words, letters and numbers such as 'gr8' for great, etc. Demonstrate the use and construction of some workplace abbreviations.
- Note: ESOL learners might not know the conventions of sending text messages. However, they can write notes in their own language if they prefer and explain the convention they are using, such as shortening the word or using symbols, etc.
- Point out the strategies shown on the focus page. Give examples of how these can be used by giving learners information from the Source material or instructions about using a product.
- Cover each strategy on the focus page one by one in any order by looking at the examples, discussing any examples used regularly in the workplace, and encouraging learners to give any other examples or to make up examples.
- You may want to pay particular attention to the strategies of leaving out unnecessary words (i.e. words that can be removed without changing the meaning of the text) and using dashes, as these require a good understanding of sentence structure. ESOL learners will need examples and it might be better to explain this as leaving out articles.
- You may want to focus on the most appropriate occasions for using numbers, letters or bullet points in lists. For example, numbers are particularly appropriate if things have to be

done in a particular order. It is a good idea to use bullet points if the person starts to say things like ‘first you need to do ...’.

- Explain the importance of giving all notes a clear heading for quick reference.
- ESOL learners may prefer to make notes in their own language.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, or alternative strategies (e.g. recording training sessions, spidergrams for notes, using pictures) in order to do this effectively.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	E13	C1.3
Wt/L1.2		
Wt/L1.4		
Wt/L2.2		
SLlr/L2.1		
SLlr/L2.2		

Task 1

Replace highlighted words with abbreviations, numbers and symbols

Wt/L1.2

Wt/L1.4

- Discuss with learners when it is appropriate to write in note form.
- Confirm that abbreviating words is one strategy they can use when taking notes in training or work settings.
- Encourage learners to use different methods to shorten the highlighted text. Point out the tip.
- Encourage learners to draft work before writing it up, in case they make errors of fact.

If the learner has difficulty

- Emphasise to learners that there is no ‘right way’ to do this – they must use abbreviations, symbols and numbers that *they* can understand.
- Make sure learners understand the more difficult words in the text (e.g. ‘approximately’).
- Read back the notes to learners and ask questions to check they understand the notes they made.
- Learners with limited or poor experience may struggle with this task, as it requires some

phonic skills (B4 = before) and an understanding, for example, that ‘comm’ is an appropriate abbreviation for ‘communication’, whereas ‘co’ might not be as it could be confused with the abbreviation for ‘company’. These learners will require structured support to complete this task.

Extension

Ask learners to compile a list of abbreviations (with meanings) that they need for work. Learners can test each other on these.

Task 2

Rewrite notes, leaving out unnecessary words, and using dashes to link ideas

Wt/L2.2

- Explain to learners that leaving out unnecessary words (i.e. words that can be removed without changing the meaning of the text) and using dashes to link ideas are strategies they can use when taking notes in training or work settings.
- Explain the importance of writing notes that are suitable for their purpose (so that the writer can understand the notes when referred back to at a later stage).
- Encourage learners to write the notes in such a way that they can understand them – only taking out words that do not change the meaning of the text for them. Point out the tip box.
- Encourage learners to draft work before writing it up, in case they make errors of fact.

If the learner has difficulty

- Emphasise to learners that there is no ‘right way’ to do this – they must use abbreviations, symbols and numbers that *they* can understand.
- Go through the tips and make sure the learner understands what to do – go through one example with them from the task.
- Make sure learners understand the more difficult words.
- Encourage learners to work through the text methodically, one sentence at a time.
- Read back the notes to learners and ask questions to check they understand the notes they made.

Extension

Ask learners to make notes in the same way for any material in their own induction pack.

Task 3 12

Listen and make notes of details from a training session

SLlr/L2.1

Wt/L1.1

- Explain that the importance of picking out the details when listening to a training session is because they illustrate the main point.
- Remind learners to listen carefully for key words and about the use of emphasis.
- Learners might like to think about/predict the sorts of things they might be listening for.
- Play the audio clip through once for gist, then again for learners to listen for the key words they have chosen.
- Remind learners to write the list as key words rather than in sentences. They can listen to the audio clip again to confirm this.

If the learner has difficulty

- Explain to the learners that they are listening out for four or five key points.
- Learners might prefer to work in groups, so they can pick out the details together.
- Replay the audio clip as many times as necessary or read the script out, emphasising the words in bold.
- Encourage learners to listen for emphasis, as the important information is often emphasised (stressed).
- Remind learners to write down just the key words as a list.
- Ask learners questions about what they heard.
- Some learners will have problems with listening and making notes simultaneously. Provide support by reading out the audio script one sentence at a time and asking direct questions after each. Learners could work in pairs or small groups, with one person writing the notes and the others listening for details. Or you could act as scribe. Picking out key points requires plenty of practice and confidence.

Extension

Discuss other strategies learners find useful for listening and taking notes. Record any

suggestions. Encourage learners to try them out by providing other short extracts from lectures to make notes on.

Task 4 13

Listen to and make notes of instructions from a training session

Wt/L1.1

SLlr/L2.2

- Check learners' responses to the previous task.
- Discuss the importance of focusing on instructions when listening to a training session, as these are the things you have to remember and follow.
- Remind learners to listen carefully for emphasis on key words.
- Learners might like to think about/predict the sort of things they might be listening for.
- Remind learners to write in note form in any way they like, as long as they can read what they have written.

If the learner has difficulty

- Explain to learners that they are listening out for instructions. Some important clue words about order signal these ('first', 'then').
- Replay the audio clip as many times as necessary or read the script aloud, emphasising the words in bold.
- Encourage learners to listen for emphasis on key instruction words, such as order words or imperatives (ask questions to elicit these).
- Make sure learners understand the idioms or less formal structure of speech.
- Read the notes back to learners to make sure they can follow what they have written.

Extension

Learners can work in small groups. One learner describes a process or a product to the others, who make notes using the techniques learnt in this theme. Listeners then feed back the same information from their notes.

Theme assessment

Observe learners taking notes in an actual training session. Ask learners to feed back information from their notes.

Training – taking notes

Focus

Making notes in training sessions helps you to keep a record of the key points that you can refer to again and again. There are strategies you can use to help you make notes quickly.

Cut notes down by using **abbreviations** (shortened words).

To shorten words you can:

- Use the first few letters of the word, for example: prob = problem.
- Use the first and last letter of the word, for example: yr = year.
- Use just the capital letters for titles, for example: National Vocational Qualification = NVQ.
- Use an apostrophe to show letters have been left out, for example: you are = you're.

Here are more examples of common abbreviations:

approximately = approx including = inc
Tuesday = Tues telephone number = tel no

What do these abbreviations mean?

e.g. i.e. etc.

Use **symbols** in place of words.

Symbols are marks that have a meaning, for example:

+	plus or more	%	per cent
–	minus or less	∴	therefore
∵	because	&	and
@	at	=	equal, the same as

Use numbers and letters **in place of words**, like in text messages.

If the load is on a shelf, slide it close to you before lifting.



If the load is on a shelf, slide it close to u b4 lifting.

Cut notes down by **leaving out words** such as:
and the are as to is which

Bend your knees and keep your back in a natural position.



Bend knees. Keep back natural position.

Make sure the meaning stays the same.

You can use a combination of any or all of these techniques.

Keep your elbows close to the centre of your body.



Kp elbows clse 2 centre bdy.

Write your notes as a **list** of short main points using **numbers**, **letters** or **bullet points**.

- 1 Stand close to load.
 - 2 Spread feet.
 - 3 Bend knees.
- a) Stand close to load.
 - b) Spread feet.
 - c) Bend knees.
- Stand close to load.
 - Spread feet.
 - Bend knees.

Make sure:

- you understand what you have to take notes about
- your notes make complete sense to you – this includes using note headings.

Use **dashes** to link ideas.

Spread your feet for a stable base.



Spread feet – stable base.

Training – taking notes

Task

Task 1

Rewrite the passage below, replacing the highlighted words with abbreviations, numbers or symbols.

Professional development in the workplace

Professional development is **to** do with the development of skills that are necessary **for** the workplace. **For example**, teamwork, **communication**, time management **and** specific skills **for** the job. New staff receive **approximately three** days' induction training **before** starting the job. Training then continues throughout the employment period.

Tip

To make abbreviations, use the first few letters of the word.

Task 2

Now rewrite the notes you made in Task 1, cutting them down further by leaving out unnecessary words and using hyphens to link points.

Tips

- Read your notes to yourself to make sure they make sense. Replace any words that you need to.
- Use the punctuation to help you see where to link points.



Task 3

12

Listen to the trainer giving information during a session to introduce the Team Leader Development Programme of a warehouse company.

List some of the things you must do during the work-based section of the programme.

Give your notes a heading.

Remember!

- Use **abbreviations**.
- Use **symbols** in place of words.
- Leave out **unnecessary** words.
- Use **numbers** and **letters**.
- Make a **list**.



Task 4

13

Listen to the trainer again. Write a list of the weekly pre-start checks for the forklift truck.



Tip

Listen for key **order words** such as 'first' and 'then' and **imperatives** (command words) such as 'check' and 'look'.

PAGES 3:17–3:18

Finding your way around the staff handbook

Occupational setting

New employees will be given a lot of information to read during the induction stage 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. It relates to Unit E13 of the National Occupational Standards.

Materials

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

Sick pay scheme from a staff handbook from the Source material (0:20)

Highlighter pens

Learning outcomes

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 they consider to be 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 any 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 different reading activities are tackled in different ways, depending on the task: scanning to find a telephone number; skimming to get the gist of a film review; detailed reading to be sure of the details of a job contract.

Focus page

- Use the focus page to track through the different reading techniques required to find specific information and read it. These include: scanning a list of contents, getting the gist of a piece of text, reading in detail and finding the meaning of unfamiliar words.
- Learners will need to think about what the key words for a topic are before they can use them to skim a text.
- Practise each skill on the focus page and reinforce with further practice, using Source material or workplace materials. These can be exemplified using 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. Learners are often reluctant to admit that there are words they do not understand – ask questions to check understanding. Don't assume that learners can or will look up words. Introduce other strategies for finding the meaning of unfamiliar words.
- ESOL learners will need preparatory work to understand words such as 'disciplinary' and 'misconduct'.
- Reinforce the idea that the world is full of written material; it is impossible to read everything, so choices have to be made. We sift information by looking for the gist, by using contents pages and by 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	E13.2	C1.2
Rw/L2.3		
Rt/L1.4		
Rt/L1.5		
Rt/L2.7		
Rt/L2.8		

Task 1

Scan text to locate information

Rt/L2.7

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

If the learner has difficulty

- Scanning text is an advanced reading strategy that 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 learner 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 to read it in more detail. Use this supported model for each question, withdrawing support as learners gain confidence.

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 give each other challenges to locate information.

Task 2

Find the meaning of words using a dictionary or glossary

Rw/L1.1

- Check that learners can use the glossary or have other strategies for interpreting unfamiliar words. ESOL learners could use a bilingual dictionary.

- Remind learners that definitions or explanations of words should be in language that they can 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 word bank in their folder or notebook.

Extension

In pairs, get learners to test each other by giving words that are job specific or technical and ask their partner to explain the word in simple terms. This could be conducted as a 'Call my bluff' game, in which three possible definitions are offered, only one of which is correct – 'Do you think this word means a) ..., b) ... or c) ...?'.

Task 3

Put text into own words to clarify understanding

Rt/L2.8

Rw/L2.3

- Discuss with learners that the written information and guidelines 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, 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 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 and discuss their meanings.
- 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 dyslexic learners or learners with other language difficulties, cut out the key points from the passage for learners to work on more easily. 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.

Extension

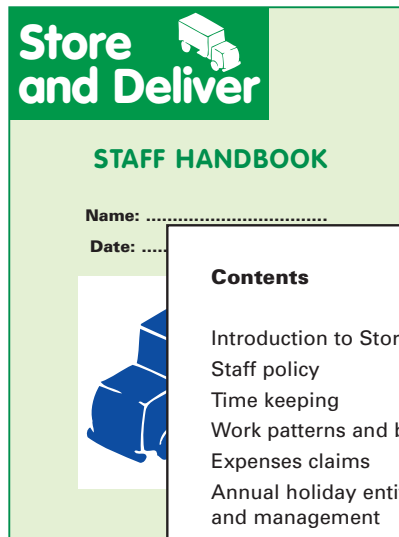
Repeat the activity using other workplace documents.

Theme assessment

Ask learners to locate a sickness policy from their own workplace and describe the approach the company takes to employee sickness.

Finding your way around the staff handbook

Focus



STAFF HANDBOOK

Name:

Date:

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The staff manual 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'.

Page 15 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.

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!

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.

Finding your way around the staff handbook

Task

Use the Sick pay scheme from a staff handbook in the Source material to complete these tasks.

Task 1

Decide whether these statements are true or false. Find out by glancing over the page to spot the highlighted words.

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

Task 2

- 1 Use the glossary to find the meanings of these words.
- 2 Try the meanings out in place of the original words.
 - a limitations
 - b discretion
 - c aggregated
 - d subsequently
 - e procedure

Task 3

- 1 Explain to a colleague what this part of the section from the Staff handbook means.

Store and Deliver 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.

- 2 Write it out in your own words.

PAGES 3:19–3:20

Reading policies

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. format, skimming, scanning) required to read and understand some of these important documents.

Materials

Health and Safety Law poster from the Source material (0:21)

As many other workplace policies as possible – some made into OHTs

Internet access if possible

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 and 3)

Introduction

- Write 'procedure' and 'policy' on the board/flipchart and discuss the difference between the two. If the discussion is slow, it may help to illustrate the difference by showing learners the Health and Safety Law poster and an example of a procedure and asking 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 many sheets of similar-looking written text. Using the overhead projector, flash up at least four different policies on OHTs 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 to read it.
- Using one policy from your prepared OHTs, ask learners to say how many times they can spot one given word. If you have an OHT that you can write on, highlight these words to see if you agree with the number they have found.
- 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 is a research skill, 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; 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?) and then scan it for particular information.
- Learners need to understand what words to scan for – key words and related words. Plenty of practice and examples in scanning are required.
- 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 analogy for these reading skills.
 - First you have a quick look at, or skim read, the front page to see if it is 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 carefully.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	E13.2	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 for this, for example, by labelling a page with L and R on the top edges.
- 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 question together, pointing out the key words (e.g. 'employee').
- Ask the learner another question relating to that section.

Extension

Ask the learner 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 and therefore 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 one and decide on the correct one (e.g. 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

Learners 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(s).
- 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 to answer the questions without having to read all the text.

If the learner has difficulty

- Scanning text is an advanced reading strategy. It requires practice and confidence. First give readers time to become familiar with the text. Allow the learner time to look at headings and layout features.
- Check that learners read the questions and are clear about what they are looking for. Identify key words from the questions that may help.
- Support them to scan for the highlighted words, locate the relevant text and then to read it in more detail.

Extension

Give learners additional texts to practise with or ask them to use their own induction materials. In pairs or small groups, learners can give each other challenges to locate information.

Theme assessment

Use skimming and scanning skills to research information for an assignment on health and safety in the learner's workplace, for example the procedure for evacuating the building.

Reading policies

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.

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.

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.

HEALTH AND SAFETY LAW
 HSE Health & Safety Executive

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 plants 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.

Health and safety consultation and representation arrangements at this workplace

Your employer must consult you or your representative on matters to do with your health and safety, including:

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help him/her satisfy health and safety laws;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety; and
- the health and safety consequences of introducing new technology.

Names and locations of trade union or other safety representatives, and the groups they represent:

Name:	
Location:	
Group:	
Name:	
Location:	
Group:	
Name:	
Location:	
Group:	

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:

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 helpline telephone service on 0800 1 546600.

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:

Employer's 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 (HSE priced publications are also available from bookshops and free leaflets can be downloaded from HSE's website: www.hse.gov.uk)

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Reading policies

Task

Task 1

Find the Health and Safety Law poster in the Source material. Answer the questions by ticking the correct choices.

Tip

Look for key words taken from the question.

- 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 ☐

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

PAGES 3:21–3:24

The supply chain

Occupational setting

Supply chains are extremely complex and variable. However, an appreciation of the supply chain is important for understanding individual job roles and the impact they have on the rest of the system – any error made at one level has consequences further down the chain. This theme allows learners to consider how a supply chain works, the technical vocabulary involved, the inter-relationship between contributors and the supply chain and the roles of different workers in the supply chain. The diagram of the supply chain on the focus page is a generic one that can be adapted to reflect the particular circumstances of the learners and their workplace.

Materials

Workplace information about specific supply chains

Dictionaries

Learning outcomes

- 1 To understand an example of a supply chain (focus page, Tasks 1–3)
- 2 To understand the technical vocabulary associated with supply chains (focus page, Task 1)

Introduction

- Discussion should initially concentrate on the experience of the individual worker and the specific workplace. The discussion can then be broadened to include as many aspects of the supply chain as possible.
- Ask learners to think about a raw ingredient, such as wheat, and plot the journey from the farm to the consumer. This journey might take several routes via milling, packaging, wholesale bakery, etc. to individual cakes in a baker's shop, packets of flour on a supermarket shelf or a packet of biscuits manufactured in a factory. Use the board/flipchart to explore the links in the chain and the part of distribution centres. This could be repeated with an imported item (e.g. clothing) and a manufactured item (e.g. pizza).
- Stress the complexity of the links in the chain and thus the number of different possibilities there are for things to go wrong.
- Reinforce the point that every worker has an important part to play in the chain – the warehouse/distribution centre is no exception.

Focus page

- Go through the information on the page, discussing each item and the vocabulary used (e.g. logistics, manufacturer, import). Ask learners to highlight these specialist words and any others they are unsure of. Explain that they will be dealing with the meaning of these later in the tasks.
- Explore the links between items. Ask learners: *Where does the job role of the individual fit into this diagram?*
- Use the supply chain diagram on the focus page to answer questions and elicit discussion. Examples of these might be:
 - Who might be affected by the late delivery of a container of garden furniture from Sweden?
 - Who might be affected if an order of clothing was not assembled on time?
 - Who might be to blame if there are no baked beans on a supermarket shelf?
 - Who would be affected by a serious accident on the motorway that causes long delays to a consignment of vegetables?
- What are the repercussions of the learner failing to complete his/her part in the supply chain? Use examples that are relevant to the learners.
- Ask learners to work in groups to plot an item through the supply chain using a flipchart or sticky notes to record their thoughts.
- www.flourandgrain.com is a website aimed at schools but contains useful information about the flour supply chain.
- www.eafl.org.uk/downloads/LocalLinksAppendix4.pdf contains information in a more complex format.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4 Rw/L1.1 Rt/E3.9 Rt/L1.5	E13	C1.2

Task 1

Put the meaning of words and phrases into your own words

Rw/L1.1

- Explain that putting the meaning of a word or phrase into your own words or telling somebody else what it means can help in remembering both the word/phrase and its meaning.
- Check learners understand how to use a dictionary or the glossary. ESOL learners might use a bilingual dictionary.
- Encourage learners to discuss meanings with each other, or as a group, before committing them to paper.
- Check if any words other than those in the task need clarification. (Look back to any highlighted words on the focus page.)
- ESOL learners may benefit from having the answers to match the words to, rather than writing the meanings.

If the learner has difficulty

- Take each word in turn and use it in a sentence to demonstrate its meaning. Ask the learner what the word means in this context.
- Ask the learner whether and in what context he or she may have heard the word before. It may help to relate the word to a more familiar context.
- Ask the learner to put the word into a sentence where it makes sense. It will be better to do this verbally first, before committing it to paper. If necessary, take away the burden of writing (for dyslexic learners) by writing down what the learner says.

Extension

- Extend the activity to other words that have been identified.
- Develop a quiz or other word game (e.g. a crossword) using technical vocabulary from the workplace.

Task 2

Plot the supply chain of a product, using a diagram

Rt/E3.9

- Remind learners of the diagram on the focus page. They should use this diagram to give as full an answer as possible.
- Encourage learners to talk through the options in small groups before completing the task.
- Explain that the answers will vary according to particular circumstances.
- Compare the answers of each small group and discuss any differences.

If the learner has difficulty

- Work through the diagram on the focus page with the learner, ensuring through questioning that he or she understands the function of each contributor and the links between the contributors.
- Give examples from the learner's own workplace to illustrate the role of each contributor in the supply chain.

Extension

- Ask the learner to plot a chain that breaks at the point where they have responsibility. What are the possible consequences?
- Ask the learner to think about the supply chain linked to a complex item with many components coming from different sources, such as a pizza or a car. This could be developed as a diagram.

Task 3

Identify where people fit into the supply chain

Rt/L1.5

- Remind learners about the diagram on the focus page.
- Encourage learners to discuss the possible job roles before committing answers to paper.
- Discuss the possible consequences of each of these people not fulfilling his/her job role.

If the learner has difficulty

- Take one job role at a time and provide extra clues.
- Relate the job roles to the learner's own workplace and to particular people.
- Remind learners of word meanings in Task 1 and on the focus page.

Extension

Ask the learner to check a website such as www.connexions-direct.com to find descriptions of jobs in warehousing and relay them to others in the group. In addition learners may wish to look at <http://learndirect-futures.co.uk/futuresGateway/default.asp>

Theme assessment

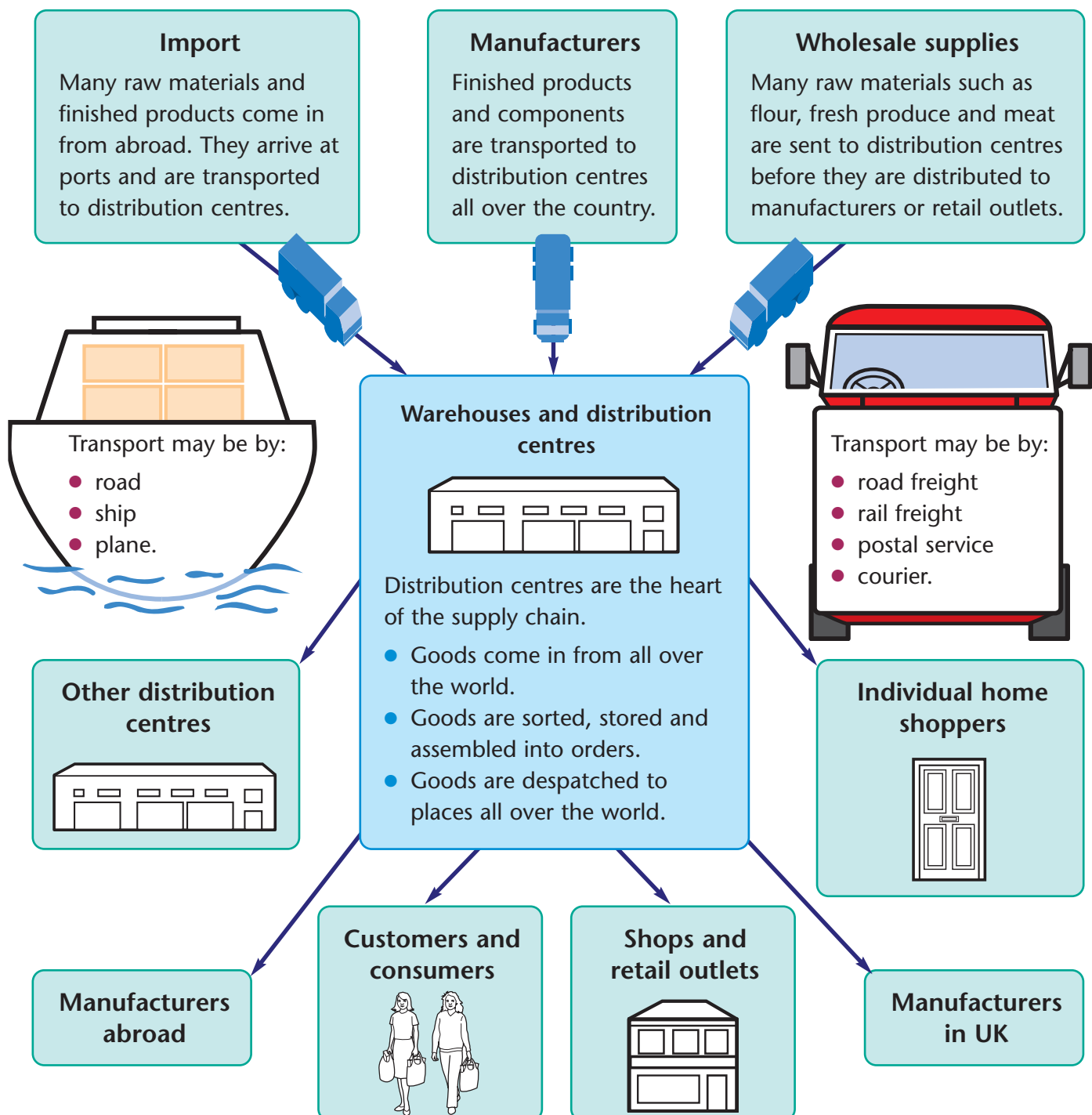
- Learners should develop a supply chain diagram relating to their own workplace or department. This will involve some research. They should include specific names of supply chain organisations wherever possible.
- They should be prepared to talk about consequences of disruption for each part of the supply chain, possible causes and possible remedies.

The supply chain

Focus

The supply chain refers to the movement of goods and products around the country and around the world.

The whole supply chain is very complicated. It relies on good organisation and accuracy at every stage in the chain. If one of the links is broken, it will affect many other people who work or shop in the chain.



The supply chain

Task**Task 1**

Put these words and phrases into your own words.

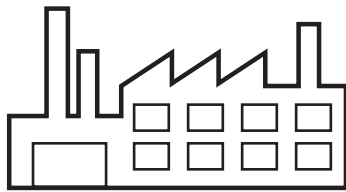
- | | |
|-----------------|--------------|
| 1 import | 6 component |
| 2 export | 7 retail |
| 3 manufacture | 8 distribute |
| 4 wholesale | 9 freight |
| 5 raw materials | 10 despatch |

Tip

Use a dictionary or ask a colleague to explain any words or phrases that are new to you.

Task 2

- 1 Where might a bottle of perfume go to after it has left the manufacturer? Using the diagram on the focus page, draw a possible supply chain. Mark where you would fit into the chain.



Perfume manufacturer



Distribution centre



Shop

- 2 What might happen to a car component that is imported from Spain? Using the diagram on the focus page, draw a supply chain to show how it might work and where you might fit into it.

Car
component
imported
from Spain

The supply chain

Task**Task 3**

- 1 Where do these people fit into the supply chain?
Find out what their job title is in your place of work.
Write the job titles in the boxes.
- 2 Decide where each person fits into the supply chain on the focus page.

a

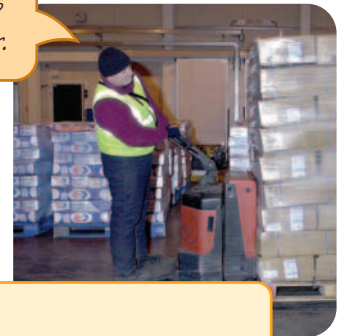
I collect all the items needed to make up an order.



Job title:

b

I pull the cages onto the trailer.



Job title:

c

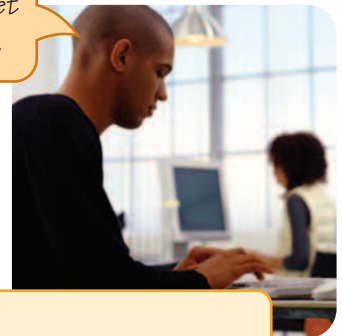
I supervise everybody working on the night shift. We work together as a team.



Job title:

d

I use the Internet to order books.



Job title:

e

I need an HGV licence to do my job.



Job title:

f

I use machinery to put up loads in the warehouse.



Job title:

The supply chain

Task

g

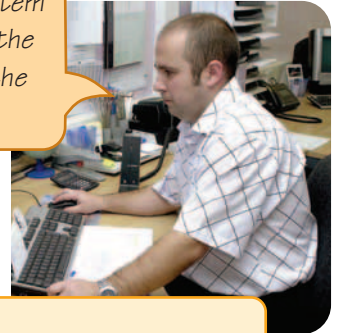
I own a factory in Southampton that makes plastic pipes.



Job title:

h

I oversee the system and coordinate the trucks leaving the depot.



Job title:

i

I work for a haulage company. I know where all the trucks are.



Job title:

j

I check goods when they are imported.



Job title:

k

I work in the area where parcels are packed for individual customers.



Job title:

l

When trucks come in I check the load against the delivery sheet.



Job title:

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.

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. About the accident

Say when it happened.

Date 2/10/2005 Time 12.35

Say where it happened. Loading bay

Describe how it happened and any injury caused.

Paul was working in the team loading a truck.

He picked up the last heavy box.

As he lifted his back gave way.

I've told him before that he shouldn't lift heavy things himself, but he never listens.

Sign and date the record.

Signature K Gough

Date 3/10/2005

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

- A Paul was working in the team loading a truck.
- B He picked up the last heavy box.
- C As he lifted his back gave way.
- D I've told him before that he shouldn't lift heavy things himself, but he never listens.

Rt/L1.1

4 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

- 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.

5 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

6 Look at the Organisation chart from the Source material (page 0:17).

Jim is a transport manager. Who is he responsible for?

- A Team leaders
- B Transport supervisors
- C Warehouse managers and senior clerical staff
- D Transport supervisors and team leaders

Rt/L1.4

7 What colour are signs that tell you that you **must** do something?

- A red
- B blue
- C yellow
- D green

Rt/E3.9

8 Look at Hold and Deliver's Manual handling policy from the Source material (page 0:03). What must you do every time when you are moving cages on slopes or uneven surfaces?

- A Handle heavy cages safely.
- B Use a trolley.
- C Seek help.
- D Handle it on your own.

Rw/L1.2

9 Which of these words means you should not do something?

- A avoid
- B grasp
- C and/or
- D consider

Rw/L1.2

10 Look at the Marriton Company's General terms and conditions of employment from the Source material (page 0:16). Which of these statements is **not** true?

- A Two weeks' notice will be given if a shift pattern is changed.
- B A normal working week is 40 hours long.
- C The hours between 2 pm on Saturday until 10 pm on Sunday are classed as 'unsociable'.
- D A fixed-term temporary contract will be offered once the probationary period is over.

Rt/L1.5

Audio

PAGE 3:3

Instructions

Focus page 6

Never put bottles and heavies in the same place on the lorry. This puts too much weight on the axles. You need to make sure that the weight is distributed evenly and is balanced. If the load isn't full, make sure you pack the cages in tightly to stop them moving around. Remember to check the list and tick things off as you load. Don't just load the cages in any order. The list of stores for delivery will help you work out which cages to put in first. It's a case of first on last off. The last thing you need to do is to record the master seal number.

Tasks 1 and 2 7

Make sure you plan the lift. You know, think about where you need to carry it to. You must check that there is nothing in your way to trip over. Don't carry heavy things above shoulder height. This can give you neck strain and you might drop the load. Always keep the load close to your body. This gives you extra support. You mustn't twist your body at all while you are carrying heavy loads. Instead, you should turn the whole body round with the load.

Task 3 8

OK. For picking you need one of these AMTs. That's an arm-mounted terminal. This has all the information you need about what needs to be picked and where to find it. So, at the beginning of your shift, check the battery on the AMT is charged. Of course, you'll need to pick it up first from the operations room – oh and remember to return it at the end of the shift. When you've checked the battery, put in your ID code to log in. Once you have logged in, you just follow the instructions on the display to find the location of each product. Use the scanner to check the product code. It will then tell you how many items to pick. Press 'enter' after you've picked the items and really that's about it. I'll show you.

PAGE 3:12

Team briefings

Task 1 9

Right you lot. I've told you before and I've obviously got to say it again – you were way off your productivity targets again yesterday. What's going on? I do my best but I can't work on my own here, you've got to do your share.

Task 2 10

Moira: There's a lot of stress at the moment because of the sheer amount of work. I'm concerned that we're short staffed, which means we're all trying to do far more than we ought to be.

Sham: I agree with that and the other thing I wanted to raise is that the canteen queue was really long again yesterday. It took me ages just to get a cup of tea! That practically wasted my break.

Tom: To add to what Moira said, I noticed that some cages have wheels missing and people are too busy to think about safety. It could become a serious problem if nothing's done about it.

PAGE 3:14

Appraisal

Task 3 11

Audio 1

There's a lot to learn, but it's OK. Jean tells me a lot and I suppose I'll just pick up the rest as I go along.

Audio 2

I'm learning a lot all the time. John is really helpful – he explains things to me about the way things work in the warehouse. I would like to know more though, because I can see that the team leader's job is an interesting one.

Audio 3

Quite honestly I feel useless half the time. I can't make out what I'm supposed to do at all. All this bending and lifting. No time to think. You should have told me before I started.

PAGE 3:16**Training – taking notes****Task 3 12**

OK are we all here? Good. There are some general points about the **Team Leader Development Programme** that you should know before you start. First of all, **section one** looks at the work-based skills you need to develop and is split into three key processes: **assembly, goods-in** and **loading bay**. For each of these processes you will be assigned a **coach** who will help guide you through each stage of the process. Ask the coach as many **questions** as possible so that you get a full understanding of each process. Even though you'll be working alongside your coach every day, you should also arrange to meet up at least **once a week** to review your progress and discuss any issues you have. You'll also need to meet up with your **mentor once a month** to see how you are getting on and to set your **SMART** objectives. **SMART** stands for **specific, measurable, achievable, realistic** and **time bound**.

Task 4 13

Before you start the forklift there is a series of checks that you **must** do both **weekly** and **daily**. We'll start with the **weekly** checks. If you get into the habit of doing them in the same order, you won't ever forget one! **First of all** take a look at the hydraulics, **then** the battery. **After that** look at the engine and **then** the coolant. **Lastly** check the hour meter. So, what should you check on the hydraulics? Generally, the first thing you should look for is a big yellow sign ...

Answers

PAGES 3:1–3:2

Signs and symbols

Focus page



Forklift truck

This would be on a yellow triangle with a black border to signify a warning that forklift trucks are in operation.



High visibility jacket

This would be in a blue circle to signify it is mandatory to wear one.



No smoking

This would be on a red circle with a line through it to signify that smoking is prohibited.

Task 1

	1	2	3	4
Type of sign	Prohibition	Safe condition	Mandatory	Warning
Colour	Red	Green	Blue	Yellow (may have a black outline)
Meaning	Tells you what you must not do	Informs about safe conditions	Tells you what you must do	Warns about hazards

Task 2

Meaning of sign	Matching symbol (number)	Shape (letter)
Forklift trucks prohibited in this area	2	b
Caution Slippery surface	4	c
Sound horn	3	d
Fire exit	1	a

PAGES 3:3–3:4

Instructions

Task 1

DO:

- 1 Plan the lift.
- 2 Check that there is nothing in the way to trip over.
- 3 Keep the load close to the body.
- 4 Turn the whole body round with the load (instead of twisting).

Task 2

DO NOT:

- 1 Carry heavy things above shoulder height.
- 2 Twist your body while you are carrying heavy loads.

Task 3

2. Check the battery on the AMT is charged.
1. Pick up the AMT from the operations room.
8. Return the AMT to the operations room.
3. Put in your ID code.
5. Use the scanner to check the product code.
7. Press enter.
4. Follow the instructions on the display to locate the product
6. Pick the items.

PAGES 3:5–3:6

Fire safety

Task 1

- 1 False (you can use water or foam)
- 2 No
- 3 Electricity
- 4 Live electrical equipment
- 5 Carbon dioxide

Task 2

- 1 False
- 2 True
- 3 False (you only do this if it is safe)
- 4 True
- 5 True

Task 3

extinguish – put out
 flammable – easily burnt
 confined – small
 inhaling – breathing in

PAGES 3:7–3:8**Reporting accidents****Task 1**

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 passing by the loading bay. Paul was just finishing work for the day. As he stepped off the ride-on pallet truck his legs went from under him. He twisted his ankle. I told him that I thought it was broken, but fortunately it was not. I was very worried about him. I did not see exactly what he slipped on, but the floor was wet in places. It was definitely not his fault – he was being careful. I reckon that the cleaner forgot to leave the wet floor sign out after cleaning the floor. Either that or some stuff might have been leaking from a roll cage. I asked the manager to come and look at him.

Task 3

You may have written something like this:

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

PAGES 3:9–3:10**Your role in the workplace****Focus page****Questions in thought-bubble**

FLT = forklift truck

Subsequent = following, next

Probationary period = period of time given to a new employee to see if the person is suitable for the job and if the person wants the job.

Fixed-term temporary contract = a job given for a certain length of time in the first instance, for example, six months; the person does not have a permanent job.

Task 1

- 1 General terms and conditions of employment
- 2 Job description
- 3 Organisation chart

Task 2

- 1 Senior clerical staff, transport managers and warehouse managers
- 2 HGV (heavy goods vehicle) and LGV (large goods vehicle) drivers
- 3 Team leaders

Task 3

- 1 None. The job description says you need to have reasonable reading, writing and maths skills but GCSEs are not required.
- 2 Both – the bullet points show that a warehouse worker needs to be able to work as part of a team and on occasions independently (i.e. alone).
- 3 Records of stock
- 4 pa is an abbreviation of 'per annum' which means 'per year'.

PAGES 3:11–3:12

Team briefings

Task 1

Here are some ideas:

- 1 She does not speak to her colleagues in a respectful way. She criticises in a way that is not constructive. She blames the staff, rather than finding out what might be wrong. She is not tolerant or supportive of her colleagues.
- 2 She should be trying to motivate her team by making the point in a more constructive way.
- 3 She could have said something like: 'We didn't meet our productivity targets yesterday but we can pull it back today. Does anyone have any suggestions about how we might increase the team's efficiency?' This would help to get others involved, which is more motivating. By using 'our productivity targets' rather than 'your productivity targets' she would avoid creating the impression that she is blaming everyone else.

Task 2

You may have written something like this:

Team concerns:

- high volume of work/staffing shortage
- long canteen queue
- wheels missing on some cages

PAGES 3:13–3:14

Appraisal

Task 1

You may have written something like this:

Appraisal gives me the opportunity to:	In my own words this means:
Evaluate my own practice	Think about how I'm getting on at work
Recognise existing skills	Highlight my strengths, not my weaknesses
Monitor progress	Keep a record of how I'm improving
Highlight concerns	Flag up any difficulties or problems
Discuss training needs	Think about areas where I need more training

Task 2

Show your completed form and your notes to your teacher.

Task 3

You may have written something like this:

Audio 1: This is not an honest response. The line manager may think everything is OK. 'I suppose' does not sound very positive.

Audio 2: This is a positive response. The worker is saying that he is learning but that he wants to know more.

Audio 3: This is negative and puts the blame on the line manager.

PAGES 3:15–3:16

Training – taking notes

Focus page

e.g. means 'for example' (from the Latin *exempli gratia*).

i.e. means 'that is' (from the Latin *id est*).

etc. means 'and the rest' (from the Latin *et cetera*).

Task 1

You may have written something like this:

Professional development in the workplace

Prof dev is 2 do with the dev of skills that are necessary 4 the workplace e.g. teamwork, com, time management & specific skills 4 the job. New staff receive approx 3 days induction training b4 starting the job. Training then continues throughout the employment period.

Task 2

You may have written something like this:

Professional development in the workplace

Prof dev – dev of skills nec 4 workplace – new staff approx 3 days trg b4 start job – conts thru emp period.

Task 3

As long as you can read your notes back and all the information in them is correct, you have done a good job.

You may have written something like this:

Team Leader Development Programme

Section 1 – work-based skills in:

- 1 assembly
- 2 goods in
- 3 loading bay

Coach 4 each process

Ask coach ?s

Mt coach wkly – review progress/discuss issues

Mt mentor mthly – set SMART objectives.

Specific

Measurable

Achievable

Realistic

Time bound

Task 4

As long as you can read your own notes and they are in the right order, they are correct. A numbered list is useful here because you have to do the actions in a particular order.

Forklift truck – weekly checks

1. hydraulics
2. battery
3. engine
4. coolant
5. hour meter

PAGES 3:17–3:18

Finding your way around the staff handbook

Task 1

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

Task 2

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

Task 3

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 (i.e. not during work time). If they do decide to pay you but 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 3:19–3:20

Reading policies

Task 1

On the right-hand side

On the left-hand side

In the middle

Task 2

The purpose of this section is to give you a list of particular publications you can buy for more information about health and safety law.

PAGES 3:21–3:24

The supply chain

Task 1

You may have written something like this:

- 1 import – buy goods from other countries; bring goods into the country
- 2 export – sell goods to other countries; send goods out of the country
- 3 manufacture – make, produce, create
- 4 wholesale – the selling of goods in large quantities to be sold on by others
- 5 raw materials – substances in their natural state that are used in the manufacture of something

- 6 component – part, piece
- 7 retail – sell goods to the public for their own use rather than resale
- 8 distribute – deliver, supply goods to retailers
- 9 freight – transport of goods in bulk, especially by truck, train or ship
- 10 despatch – send off

Task 2

Show your answers to your teacher.

Task 3

1 You may have written something like this:

- a Picker/assembler
- b Loader
- c Shift team leader/supervisor
- d Customer
- e Truck driver
- f Forklift truck driver
- g Manufacturer
- h Systems operation manager
- i Traffic operations manager
- j Customs officer
- k Postal worker
- l Checker

2 Show your answers to your teacher.

Check it

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

