

The working environment

Introduction to Module 1

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

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

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

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

- your role in an organisation
- understanding information at work
- understanding different types of text and formats
- following instructions
- reporting incidents
- understanding the NVQ and finding evidence.

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

Catering – Module 1: The working environment					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Your role in your organisation	Ca 1:1–1:2	1GEN4	Rt/E3.9; Rt/L2.1; Rt/L2.3; Rt/L2.7; Rw/L2.1; Rw/L2.2; Rw/L2.3; Wt/L1.2		C1.2
Finding the information you need	Ca 1:3–1:4	2GEN1	Rt/L1.5; Rt/L1.4; Rt/L1.2; Rw/L1.2		C2.2
Reading information	Ca 1:5–1:6	1GEN1	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.2
Entitlement	Ca 1:7–1:8		Rt/L1.1; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2		C1.2
Understanding different layouts	Ca 1:9–1:12	1GEN4	Rt/L1.4; Rt/L2.6; Rt/L2.7		
What should I do?	Ca 1:13–1:14	1GEN4	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
Safety equipment information	Ca 1:15–1:16	1GEN1	Rt/E3.3; Rt/E3.9; Rw/L1.1; Rw/L1.2; Rt/L1.2		C1.2
Accident report forms	Ca 1:17–1:18	1GEN1	Wt/L1.1; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Wt/L1.6; Rt/L1.1; Rt/L1.4; Rt/L1.3		C1.3
Wages	Ca 1:19–1:20			MSS1/L1.1	N1.1
What is an NVQ?	Ca 1:21–1:22		Rt/L2.1; Rt/L2.3; Rt/L2.6; Rt/L2.8; Rw/L2.1; Rs/L2.1		C2.2
Evidence for NVQ	Ca 1:23–1:24		SLlr/L2.3; Rt/L2.1; Rw/L2.1; Wt/L2.4; Wt/L2.2		C2.2; C2.3

Skills checklist

Every workplace has its own ways of working. You need to understand what is expected of you and what your job role is. There will be a lot of health and safety rules and workplace procedures that you are expected to understand and follow. Knowing where to look for this information or who to ask is important.

Money is the main reason you go to work so it's a good idea to check that your wages are correct. Hopefully, as you become more experienced in your job your pay will improve. Getting a qualification will also help you to progress at work.

The skills listed in the table below will help you to understand your role in the workplace and to achieve a qualification. Tick all the skills you have already and then look at the checklist again when you have used the materials.



Skills for the working environment	Now	Later
Understanding your role at work		
Understanding workplace policies and procedures		
Coping with information in different formats		
Knowing about kitchen safety equipment		
Reporting accidents		
Checking your own wages		
Getting an NVQ		

PAGES 1:1–1:2

Your role in your organisation

Occupational setting

Everybody working in catering is part of a team and as such has a role to play and a person to whom he or she is responsible. Knowing what you are responsible for is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text. This theme develops some of the reading skills required to read and understand job descriptions. Learning in this theme may contribute to the knowledge requirements of Unit 1GEN4 of the Occupational Standards.

Materials

Examples of procedures, job descriptions and contracts from the work setting

Job description from the Source material (0:01)

Contract of employment from the Source material (0:02)

Dictionaries

Learning outcomes

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

Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Encourage learners to bring their own experience of the workplace to this discussion. Develop a flow chart showing the line management in the workplace and how different groups of people from outside the kitchen work together as part of a wider team.
- Discuss documents about procedures, contracts and job descriptions and any difficulties learners have experienced in reading these. Confirm that most people find these difficult, but stress that it is important to understand them as they affect your work.

- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

Focus page

- Draw attention to the particular reasons for understanding contracts and job descriptions using the focus page. Offer strategies for improving understanding.
 - **Identifying difficult words and using context, glossary, dictionary, colleagues, to guess and check meaning.** Practise using examples from workplace texts. For example, item 4 in the job description: *Can you work out what 'adhere' means from the rest of the sentence? Find the meaning of 'in accordance with' in a dictionary.*
 - **Using wording to identify instructions, especially imperatives.** Ask learners to name the action performed using an imperative (e.g. sit, stand, write, read). Look at the examples on the focus page (imperatives are highlighted). Understanding the imperatives tells you how many instructions there are in a sentence. Identify imperatives in another set of instructions or job description. You may need to spend time with ESOL learners looking at language and phrases used in the contract such as 'adhere to' and 'in accordance with'.
 - **Scanning a text to identify the parts that are relevant.** Relate this to scanning the Health and safety law poster for what the *employer* must do and what the *employee* must do. Stress that it is not always necessary to read every word of a document, just the bits that apply to you.
 - **Rewording difficult text.** Ask learners to try explaining sentences from a workplace document in their own words to a colleague. Does this help to make it clearer?
 - **Explain how a flow chart works.** Ask learners to identify the immediate line managers of certain employees. Discuss lines of communication within the learners' own work settings.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	1GEN4	C1.2
Rw/L2.1		
Rw/L2.2		
Rw/L2.3		
Rt/L2.3		
Rt/L2.7		
Wt/L1.2		
Rt/E3.9		

Task 1

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

Rt/L2.1

Rw/L2.1

Rw/L2.2

Rw/L2.3

- Remind learners that unfamiliar words and phrases can make a piece of text difficult to understand. Reflect on the strategies discussed earlier for finding the meaning of such words.
- Make sure learners each have a copy of the Job description from the Source material.

If the learner has difficulty

- First help learners to familiarise themselves with the text. Point out the titles and headings and make sure that these are understood. Talk about the contents under each heading.
- Take each word and identify the phrase it occurs in. Highlight the word that needs to be interpreted and support the learner to read the whole sentence. Can they interpret the meaning of the whole phrase? Does the text around it help? Check its definition using the glossary or dictionary. Substitute another word to replace the word(s) in the question. Read the sentence again to ensure that it makes sense.
- ESOL learners may have difficulty with 'refuse' which can be pronounced in different ways that change the meaning.

Extension

- Ask learners to highlight other words that are problematic or difficult. Ask them to construct a word search or crossword using their own definitions as clues.
- Discuss the difference between 'responsible for' and 'responsible to'.

Task 2

Read a text using detailed reading strategies to obtain specific information

Rt/L2.7

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

If the learner has difficulty

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

Extension

Ask learners to discuss issues around employment contracts and job descriptions such as, *Does the contract include a commitment to training? Do you have to sign the contract even if you don't agree with it?*

Task 3

Put text into own words to clarify understanding

Rw/L2.3

Wt/L1.2

- Discuss with learners that knowing your rights and responsibilities at work can lead to a clearer understanding of your role in the team.
- Putting text into your own words can clarify understanding. A good way to do this is by explaining it to a colleague (e.g. The holiday year runs from This means that the year starts counting from ... and your holidays are based on this year).

- Learners should rehearse their versions and make notes before sharing them with colleagues. Write up an agreed version of the text for all to share. Check that this covers all the points in the text.
- Words such as ‘in lieu’ may be understood by using context clues.
- This may be a useful opportunity to talk about holiday entitlement.

If the learner has difficulty

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

Extension

- Duplicate the activity using other workplace documents.
- Learners can construct a job description for another job in the workplace (e.g. chef or supervisor).

Theme assessment

Using their own job description, ask learners to make a spidergram or diagram to show how they relate to others in the organisation and the lines of communication.

Your role in your organisation

Focus

In catering you work as part of a team. It is important for you to know:

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

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

- Read a contract in detail before you sign it.
- Find out about anything you do not understand.
- Try to guess the meaning of an unfamiliar word by reading the words around it.
- Check it out with a glossary or dictionary or ask a colleague.

CONTRACT OF EMPLOYMENT
GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

EMPLOYER: Kepley Ltd of 352 Chapel Street, Stretton, Bowmore (Hereafter referred to as 'the Company')
EMPLOYEE: Josh Franklin, 2 The Barns, Stretton.
JOB TITLE: Trainee Commis Chef

1. INTRODUCTION:
Any changes in the terms of employment will be notified to the Employee in a written statement within one month of any such change.

All employees are given a written job description which **MUST** be read and understood before the contract is signed. Acceptance of the contract is an acceptance of the duties described.

JOB DESCRIPTION

Job title: Trainee commis chef
Responsible to: Chef de partie and Head chef
Key Role: To assist the chef on duty in the provision of meals. When necessary, the trainee commis chef will fulfil the role of kitchen porter

Key responsibilities:

1. **Assist** the chef de partie and head chef to **prepare, cook, present** and **serve** meals.
2. **Be responsible** for the kitchen porters when senior chefs are absent.
3. **Attend** NVQ sessions as and when required. Pay will be reviewed when NVQs are achieved.
4. **Adhere to** hygiene and health and safety guidelines in accordance with the Kitchen Operations Manual and Kepley Health and Safety Policy.
5. **Carry out** any other duties requested by senior chefs or managers.

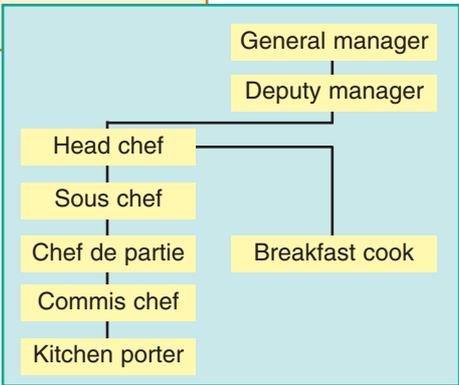
The job description says **who the employee must report to.**

- Check that you understand what your responsibilities are by:
- putting what you have read into your own words
 - explaining what you have read to a colleague to see if it makes sense.

It says **what must be done.**

To find out where **you** are in the organisation:

- find your job title
- follow the lines up or down to the boxes above and below it.



Your role in your organisation

Task

Task 1

Read the Job description for a kitchen porter from the Source material then answer the following questions.

- 1 What do these words and phrases mean?
a consumables b laid down c refuse
- 2 Which word or phrase means 'when you are asked to do so'?
- 3 In section 1 VII, which two words tell you what must be done?

Task 2

Read the Contract of employment from the Source material and answer these questions.

- | | |
|--|--------------|
| 1 You must read a job description before you sign the contract of employment. | True / False |
| 2 You must give four weeks' notice. | True / False |
| 3 You must provide a medical certificate if you are sick for more than six days. | True / False |
| 4 Your probationary period is 3–4 weeks. | True / False |
| 5 You must take part in training. | True / False |
| 6 You may have to work on bank or public holidays. | True / False |
| 7 You will get more pay after successfully completing the probationary period. | True / False |
| 8 You must sign the contract even if you do not understand it. | True / False |

Task 3

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

HOLIDAY ENTITLEMENT (Part-time workers)

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

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

Tip

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

PAGES 1:3–1:4

Finding the information you need

Occupational setting

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

Materials

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

Selection of paperbacks

Telephone directories and other books with index/contents

Learning outcomes

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

Introduction

- Show learners each type of staff 'resource' you have gathered. Ask learners to decide which one would give them specific information about their organisation: *Which of these might help you find out what to do if you are harassed/bullied by another member of staff?* Discuss with the groups the strategies they use to find information when faced with a lot of text or documents. Name the processes of skimming and scanning if they are described by learners. Explain that skim reading is not actually reading as many of them understand it; it is like looking for a familiar face in a crowd.
- Divide learners into small groups and give each group the same range of information leaflets and documents. Have an 'information race'.

Learners have to find the correct document to answer a given question. They do not need to find the answer, just the correct document. You can then ask them to find the answer. In each case, highlight the reading skills being used: skimming, scanning and detailed reading. Using headings and format, etc.

- Ask learners to work in pairs. Give each pair a 'resource' to look at and ask them to report back to the rest of the group:
 - the name of 'resource'
 - how it is organised (e.g. in alphabetical order; contents page and numbered pages)
 - one useful fact they have found from it.
- Ask learners why companies and firms have strict rules and regulations: compliance with health and safety regulations; everyone can work to a common set of standards; avoids chaos; protects workers rights; insists on a culture of responsibility; ensures equal opportunities, etc. Discuss the value of knowing rules and regulations when working in a team.
- Discuss the importance of knowing where to find such information, should it be needed, and, most importantly, how to extract the information once the document has been identified. Remind learners of the pair work.

Focus page

- Using skills discussed above and the information on the page, work through the stages of finding a particular piece of information in a large manual. Use questions and answers to elicit information such as: *What is the title of the manual? Which section deals with security?*, etc.
- Discuss numbering, bullet points, headings and subheadings as ways of navigating through a large document. Roman numerals may require explanation.
- Discuss the language of instructions such as 'always', 'must', 'never', 'must not', 'only', 'if', 'but'. *How many different ways are there of saying the same thing?* ESOL learners and some dyslexic learners may have difficulty with the

use of conditional instructions (i.e. instructions that start with 'if' or 'but'). A direct command avoids confusion and lessens the demand on a person's short-term memory.

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

Task 1

Scan text to locate information

Rt/L1.5

Rt/L1.4

Rt/L1.2

Rw/L1.2

- Remind learners of the skills practised on the focus page.
- Suggest that learners work systematically through the questions, following the strategies for extracting information from a manual or handbook (i.e. looking at the title to establish that you have the correct document; looking at the contents page and finding the section that applies to you; reading specific information that applies to you in detail, etc.).

If the learner has difficulty

- Check the learner's reading skills by asking them to point to the title of the handbook. If this is done without hesitation, then they understand the purpose and format of the text. Ask them now to read it out to you. If there is no difficulty doing this, then the size of the task and the writing involved may be causing the difficulty. (If the learner does stumble over the reading they will need additional support.)
- Work through each question verbally. If necessary, scribe answers for the learner to release them from the burden of writing.
- Establish that the difficulty is not with the numbering system. The learner could use a line guide to track across each instruction in Section 3.5 to give them the opportunity to look more closely at the detail of each subsection.

- ESOL learners will benefit from reading through all the information given and discussing terms such as 'since' and 'preferable' (3.5(iii)). It will also be helpful to work on phrases used in rules, such as 'If the instructions require you to ...'.

Extension

Ask learners to find from their own staff handbook/manual two things the employee must do and two things the employee must not do, from a section of their choice.

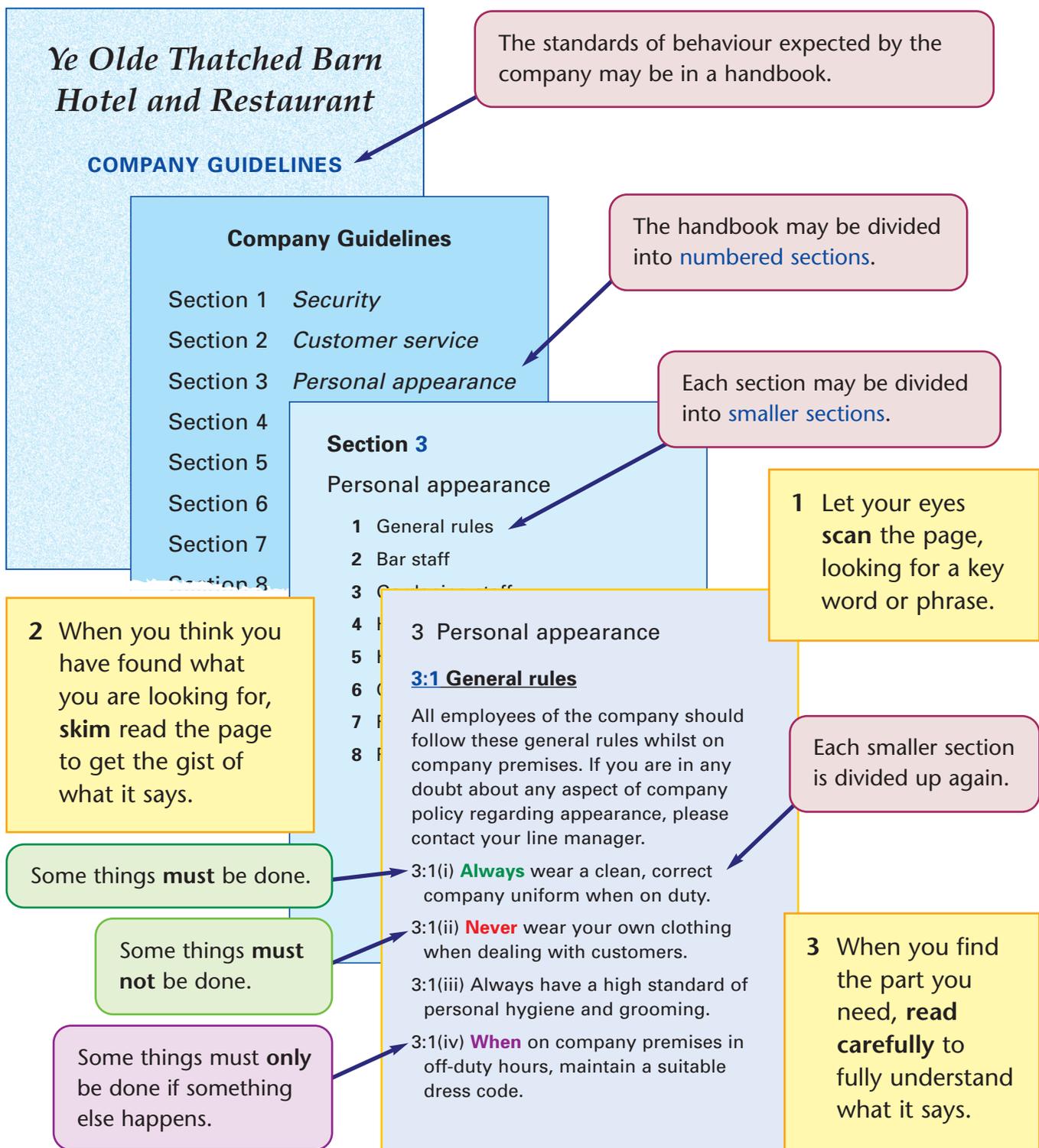
Theme assessment

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

Finding the information you need

Focus

The company you work for will have lots of written information. It is not necessary to read it all, but you do need to be able to find particular information when you need it.



Finding the information you need

Task

Task 1

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

- 1 What is the title of this manual?
- 2 Which section deals with protective clothing?
- 3 How many sections are there in the handbook?
- 4 What information would you find in section 3:7?
- 5 Would a trainee chef look at section 3:3 to find the correct temperature to cook bread dough?
- 6 For food hygiene purposes, when are paper towels preferable?
- 7 Which word in 3:5 (iv) tells you that you must not rinse cloths in sinks designated for washing foodstuffs?
- 8 What does section 3:5 (iii) say?
- 9 What should you do if you spill some food? Which words tell you when to do it?
- 10 What should you use to disinfect a chopping board?

The Last Resort Hotel, Restaurant and Conference Centre

Kitchen Staff Handbook

Kitchen Staff Handbook

- Section 1 Personal hygiene
- Section 2 Protective clothing
- Section 3 Food hygiene

Section 3

Food hygiene

1. Food hazards
2. Growth of bacteria
3. Temperature control
4. Cross-contamination
5. Cleaning of surfaces
6. Cleaning of equipment
7. Cleaning schedules
8. Infestations

3. Food hygiene

3:5 Cleaning of surfaces

- 3:5 (i) The colour code system for cloths must be strictly adhered to.
- 3:5 (ii) Cloths must be soaked in a bleach solution between tasks. Follow the manufacturer's instructions on dilution.
- 3:5 (iii) Bleach solutions must be changed at least every 12 hours.
- 3:5 (iv) Cloths must never be rinsed out in sinks designated for washing foodstuffs.
- 3:5 (v) Clean as you go. If you spill some food, clear it up immediately and then clean the surface thoroughly.
- 3:5 (vi) Wash your hands before and after cleaning surfaces to avoid cross-contamination.
- 3:5 (vii) Use a degreaser for high-fat situations. Use a suitable sanitiser to disinfect surfaces, cutting boards and equipment.
- 3:5 (viii) If the instructions require you to wipe off the product after use, paper towels are preferable, since cloths may reintroduce bacteria.
- 3:5 (ix) Heavily soiled cloths should be disposed of immediately.

PAGES 1:5–1:6

Reading information

Occupational setting

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

It will contribute to the skills needed to achieve competence in Unit 1GEN1 of the Occupational Standards.

Materials

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

Guidelines regarding food served to specific religious groups from the Source material (0:03)

Guidelines regarding vegetarian and vegans from the Source material (0:04)

Learning outcomes

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

Introduction

- Write 'guidelines' and 'policies' on the board/flipchart and discuss what they mean. If the discussion is slow, illustrate with examples of guidelines and policies from the learners' own workplace(s). It is worth considering the legal aspect of workplace documents: company policy documents are generally led by legislation (e.g. Health and Safety Law, safe lifting, respect for diversity/equal opportunities). Procedures and guidelines may be devised and written in-house and describe general working practices (e.g. fire and emergency procedures, smoking policy, taking messages, customer complaints, etc.).

- Point out that finding a particular policy or guideline often means searching through many similar-looking texts. Flash at least four different policies or guidelines onto the overhead projector one at a time, and ask learners to tell you which one showed a policy on, for example, eating and drinking at work.
- Ask learners what helped them to decide on the right policy or guideline. 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 or guideline from your prepared OHTs, ask learners to say how many times they can spot a given word. If possible, highlight these words to check.
- Point out that once you have decided on a particular policy to read, you use scanning skills to spot all the references to it. This 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?) Then we scan for particular information.
- Note that many learners, including those who are dyslexic, may need a lot of practice in this skill. Looking for information on a website is a good example of where we use these reading skills. First you have a quick look at – skim read – the front 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 information carefully.

- This set of guidelines provides a good opportunity to discuss cultural and ethical differences in diet, as well as medical reasons for diets/avoiding certain foods (e.g. allergy, sensitivity to particular food groups).

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

Task 1

Skim read and identify subject area

Rt/L1.4

Rt/L1.5

- Encourage learners to look at this only briefly. You could make an OHT of the guidelines and display it very briefly.
- Remind learners that scanning is a quick way to locate information you need.

If the learner has difficulty

- Learners may need a little longer to look at the OHT of the document in order to establish what it is about.
- Check that learners understand 'vegetarian' and 'vegan' (i.e. that they are people with particular dietary requirements). Check learners understand the difference between 'eating', 'recipes' and 'foods'.

Extension

Set a task that involves using scanning skills to locate information in text books, in the Source material or in workplace documents.

Task 2

Use skimming and careful reading skills to answer questions

Rt/L1.2

Rt/L1.5

- Remind learners that skimming through the whole text quickly will give them the gist of its contents. Knowing the gist helps a reader to establish the purpose and to locate specific information quickly.

- Remind learners that to find relevant information in a document they should use as many visual clues as they can – the format – which includes coloured sections, headings, boxes, etc.
- Careful reading will then be needed to answer the questions.

If the learner has difficulty

- Talk through the guidelines as a whole, pointing out different sections and subheadings and discussing with the learner. Ensure that the learner understands the language used.
- Ask the learner to read the headings and subheadings. Discuss use of bold type, italics and capitals. What clues does these give you? Aim to get the learner to identify that each of these formats gives a common type of information (e.g. SHOULD NOT BE SERVED is always in capitals – why?).
- Work on the first question together, pointing out the key words (i.e. acceptable, vegan).
- You may want to discuss cultural differences and ethical or medical reasons for diets.

Extension

Discuss the range of different dietary requirements that learners may encounter and alternatives that they might offer. Use the information in these guidelines to develop a menu suitable for each of the groups covered by the guidelines.

Task 3

Use information in guidelines to inform choice of recipe

Rt/L1.4

Rt/L1.5

In this activity learners put together two sources of information – the guidelines and some recipes – in order to answer questions. They will need to be able to read and understand both sets of information to do this.

If the learner has difficulty

- Check that the learner understands both sets of information. Work on any unfamiliar vocabulary.
- You may need to model the decision-making process: from reading the specific information in the guidelines, to checking through each recipe to find the best fit.

Extension

Learners can use the guidelines and recipe books to find suitable recipes for the menu planned in Task 2.

Theme assessment

Ask learners to plan a menu for a party of people who have several different dietary requirements (e.g. ethical, religious, medical). Find suitable recipes for each group.

Reading information

Focus

Guidelines provide information, but they 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 for a friend in a crowd.

Your eyes might pick out and read:

Titles	and	colour
Subtitles		bold words
– dashes		CAPITAL LETTERS
● bullet points		<u>underlined words</u>
<i>italics</i>		

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

Guidelines regarding food served to specific religious groups

Individual food choice may be based on:

religious guidelines personal decisions health requirements.

The following foods are considered **not suitable** for serving to the following groups of people.

Buddhists

- Many choose not to eat **meat** of any kind, and some may choose not to eat **eggs** or **fish**.
- Anything that contains **alcohol** should not be served.

Hindus

- Food containing **beef** or **beef products** should never be served.
- It is important to make sure that all food (including desserts) is free from beef products, e.g. **gelatin**.
- Many choose not to eat any **meat** or **meat products** and some choose not to eat **eggs**, **dairy products** or **fish**.

Jews

- Food containing **pork** or **pork products** should never be served.
- Beef, mutton and lamb may be served *only if butchered and prepared in a particular way* (*kosher*).
- It is important to make sure that all food (including desserts) is free from animal-derived ingredients that may not be kosher, e.g. **gelatin**.
- Do not prepare recipes in which **milk and meat are cooked together**.
- Do not serve **milk and meat at the same meal**.
- Do not serve **fish without fins or scales** (such as **shellfish**).

Muslims

- Food containing **pork** or **pork products** should never be served.
- Beef, mutton and lamb may be served *only if butchered and prepared in a particular way* (*halal*).
- It is important to make sure that all food (including desserts) is free from beef products, e.g. **gelatin**.
- Anything that contains alcohol should not be served.
- **Bloody meat** or **any product made with blood** or **blood products** should not be served.
- Do not serve **fish without fins or scales** (such as **shellfish**).

Sikhs

- **Meat that has been ritually slaughtered for another religion** – **kosher** or **halal** meat – should not be served.
- Anything that contains **alcohol** should not be served.
- Many choose not to eat any **meat products** and some choose not to eat **dairy products** or **fish**.

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.

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

The words you scan for will depend on what you want to know.

For example, if you want information on foods that should not be served at a Muslim banquet, you would scan the text for related words.

Reading information

Task

Task 1

Skim read the Guidelines regarding vegetarians and vegans from the Source material. What is the general subject of the text? Tick your choice.

- 1 Healthy eating
- 2 Foods that are suitable recipes for vegetarians and vegans
- 3 Foods that should not be served to vegetarians and vegans

Tip

Read the guidelines quickly to get the gist of what they are about.

Task 2

Use the Guidelines to answer these questions.

- 1 Is it acceptable to put eggs on a salad to be served to a vegan?

- 2 Is it acceptable to serve chicken to a person who has informed you that they are a pescio vegetarian?
- 3 Which groups should not be served dishes containing cheese?

Task 3

Which of the recipes below would be suitable for

- 1 A lacto-ovo vegetarian? _____
- 2 A vegan? _____

Cauliflower Cheese

Ingredients

1 cauliflower
100 g butter
100 g flour
1 litre milk
1 egg yolk
100 g cheese
1 tsp mustard

Niçoise Salad

Ingredients

250 g lettuce
100 g tomatoes
200 g cooked French beans
100 g cooked diced potatoes
100 g tinned tuna
10 g anchovy fillets
5 g capers
10 g stoned olives
1 tbsp oil
1 tbsp vinegar

Cream of Green Pea Soup

Ingredients

25 g onion
25 g leeks
25 g celery
25 g oil
25 g flour
250 ml peas (fresh or frozen)
500 ml water
sprig of mint
60 ml cream

PAGES 1:7–1:8

Entitlement

Occupational setting

There may be occasions when it is necessary for learners to read and understand ‘the small print’ (e.g. on a contract of employment or on more complicated pieces of text such as workplace policies and procedures). Many workers in the catering industry work part-time or are employed as seasonal or agency workers and as such may be unaware of their rights. This theme demonstrates one approach to reading in detail using the Working time regulations. This approach will not necessarily suit all learners but it offers the opportunity for learners to think about how they can approach a text to obtain maximum information from it. The reading skills developed here can be transferred to many aspects of training and learning.

Materials

Workplace policy and procedure documents
Working time regulations from the Source material (0:05)
Dictionary

Learning outcomes

- 1 To use the PQ4R reading technique to tackle longer pieces of text (focus page, Tasks 1–4)

Introduction

- Discuss with learners that written information and guidelines used in many areas at work such as health and safety and induction can appear complex and difficult to understand.
- Discuss how learners tackle tasks where there is a lot of text to read and it is necessary to understand precisely what is meant. You may find that there are several approaches, ranging from no particular strategy to someone who has been taught how to use a particular approach. Write any issues and difficulties on the board/flipchart and discuss how they could be tackled.

- Discuss learners’ existing knowledge of the Working time regulations and how it relates to their job and their entitlements. Further information can be obtained from www.dti.gov.uk/er/work_time_regs/wtr0.htm

Focus page

- Look at the example on the focus page and consider some of the issues arising: unfamiliar vocabulary, interpreting information that may not be expressed clearly. What can be done about each of these? Point out that even experienced readers encounter difficulty some time – most people need to check meanings of words.
- Introduce and discuss the PQ4R (Preview, Question, Read, Reflect, Repeat, Review) technique shown on the page. Test this out on a piece of complex material (e.g. a policy document). You could run this as a group activity:
 - All look at a text.
 - What is it about?
 - What do you expect to find in it?
 - Read the first paragraph – what is it about?
 - Think about the first paragraph, re-read it to make sure you understand it.
 - Explain what it is about in your own words.
 - Is it about what you thought it was about?
 - Confirm that this reading technique can help if text is difficult to understand. However, it is not necessary to use this technique for all reading.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	N/A	C1.2
Rt/L1.4		
Rt/L1.5		
Rw/L1.1		
Rw/L1.2		

Task 1

Look briefly at text to decide its purpose

Rt/L1.5

Rt/L1.4

- Ensure each learner has a copy of the Working time regulations from the Source material.
- Give learners a moment to glance at the text in order to answer the questions.
- Discuss how this first quick glance at a text is used to decide whether to carry on reading (Is it what I'm looking for?) and how you will read it (I need to scan this text for information about how working time is calculated).
- Ask learners how they decided what the text is about. Expect to hear about key words (ask for the exact words), format (headings and subheadings) and length of text.
- Ask what they expect to find when they read in detail. Try to elicit such things as 'What are working time limits?' 'What is working time?' plus anything else of interest to the learners. It is not essential that all questions can be answered by the text. It may be necessary to repeat the exercise with a different text – perhaps on the Internet.

If the learner has difficulty

- Dyslexic or ESOL learners may need longer than other learners to take in the message of a piece of text. Try breaking the text into chunks to help with comprehension. It may be useful for some learners to prepare the vocabulary of the topic before the session.
- Learners whose reading skills are insecure may find this task particularly difficult and will try to read every word. Encourage them to practise glancing at texts, for instance in magazines or newspapers, and guessing what they are about.

Extension

Practise this skill in other areas of work where research is required (e.g. finding information for a project).

Task 2

Read text in detail, using reading strategies

Rt/L1.1

Rt/L1.4

Rt/L1.5

Rw/L1.1

- Encourage learners to use the PQ4R technique.

- Go through the first question as a whole group to demonstrate locating the information using key words ('work experience').
- Encourage learners to look up unknown words in a glossary or dictionary if needed.
- Some information is in brackets. What is the purpose of brackets? (to provide extra information or references outside the text). Check responses carefully. Look out for learners who complete this task quickly – they may be guessing.
- Confirm that the PQ4R technique needs to be practised.

If the learner has difficulty

- Work through the questions systematically with the learner. Make sure they understand the question and any words in the text.
- ESOL learners may need assistance with the meaning of some terms (e.g. 'on average', 'opt out', 'reasonable steps', 'job related').

Extension

- The PQ4R strategy is useful but needs a lot of practice in order to consolidate skills. Set similar questions on longer pieces of workplace-related text (e.g. health and safety and policy information).
- Ensure that learners remember to use these skills when researching for projects.

Task 3

Put text into own words to clarify understanding

Rw/L1.2

Rw/L1.1

- Reflect on the problems of understanding the language used in longer texts 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 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 of it. Highlight words that help to identify key points.
- Take each point separately. Read it aloud together. Verbalising can further aid comprehension.

- Words such as ‘disposal’ and ‘undertaking’ can be understood from the context or by looking them up.
- For dyslexic learners and learners with other language difficulties, cut the key points out from the passage and work on these. 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.

Task 4

Think about what you have read

Rt/L1.1

- Encourage discussion about the content of the document and whether reading it answered any questions posed at the question stage.
- Further information can be found at:
www.dti.gov.uk/er/work_time_regs/wtr0.htm

If the learner has difficulty

Assure the learner that this is not the only method for reading a difficult text and that it is up to each individual to find a system that suits them. Some of the stages in PQ4R may be useful – this will vary from individual to individual. The important thing is to understand the text in question – *how* this is achieved is less important.

Extension

This is a difficult task. Learners will benefit from more practice of this skill. Repeat the questions in Task 1 using a different workplace-related text.

Theme assessment

Use the PQ4R technique or any other strategy that the learner finds useful to read and understand a complicated text that is relevant to the learner such as a workplace procedure or policy or a contract of employment.

Entitlement

Focus

It is useful to work out a technique that you find useful when you need to read complicated texts.

One technique for reading and understanding what you are reading is called **PQ4R**.

Preview – look at the text and try to decide what it is about.

Question – ask yourself what you are expecting to find out as you read.

- 1 **Read** – read a sentence, paragraph or section at a time.
- 2 **Reflect** – think about what you have read.
- 3 **Repeat** – repeat what you have read in your own words.
- 4 **Review** – go back to your questions to see if they have been answered.

Question – ask yourself questions about what you want to find out.

Is this going to tell me about what breaks I should get? How long should they be?

The title mentions 'breaks' and the word 'break' is mentioned several times in the text.

Preview – get the gist of the text by skimming it. Use the **titles**, headings, subheadings, bullet points and key words to decide if the text is what you need to read.

1 Read – tackle the text a sentence, paragraph or section at a time.

If necessary, read it more than once.

If there are words that puzzle you:

- Look them up in a glossary or dictionary.
- Try to work out the meaning from the words around them.
- Ask somebody else who might be able to explain them.

'entitled' means allowed or permitted

Section 6

Rest breaks at work

If a worker is required to work for more than six hours at a stretch, he or she is **entitled** to a rest break of 20 minutes.

The break should be taken during the six-hour period and not at the beginning or end of it. It is up to the employer to decide the exact time the break should be taken.

Employers must make sure that workers can take their rest breaks but are not required to make sure they do take their breaks.

So that means I can have a 20-minute break for every 6 hours I work.

2 Reflect – ask yourself what it says.

What is this saying?

4 Review – go back to see if your questions have been answered.

Good. So now I know what breaks I should get and how long they should be.

3 Repeat – put what you have read into your own words.

Entitlement

Task

You will need the Working time regulations from the Source material.

Use the **PQ4R** techniques described on the focus page to identify the relevant information from this document.

Task 1 **Preview, Question**

Look quickly at – or preview – the text. Do not read it yet.

- 1 What do you think this text is about?
- 2 What sorts of things are you expecting to find when you read it?
- 3 What would you like to find out from it?

Task 2 **1 Read**

Read the text. Use the information to decide whether these statements are true or false.

- 1 Somebody on work experience is covered by the regulations. True / False
- 2 Workers cannot be forced to work for more than 48 hours a week on average. True / False
- 3 To opt out means to decide not to take part in something. True / False
- 4 Workers cannot change their minds about opting out of only working 48 hours per week. True / False
- 5 Working time includes rest breaks when no work is done. True / False

Tip

When you are looking for information in long pieces of text, make it easier for yourself by:

- using the headings and subheadings to find just the part of the text that you want to read
- looking for key words to find the part of the text that you need
- reading only the part that has the information you need.

Task 3 **2 Reflect and 3 Repeat**

- 1 Think about what this section from the Working time regulations means.
- 2 Explain it to a colleague.
- 3 Write it out in your own words.

Workers can agree to work beyond the 48-hour limit. The agreement must be in writing and signed by the worker. This is generally referred to as an opt-out.

Task 4 **4 Review**

Think about what you have read.

Did it answer the questions you asked at the beginning in Task 1?

Do you need to find information from anywhere else?

PAGES 1:9–1:12

Understanding different layouts

Occupational setting

From induction to everyday tasks, catering staff are required to read and follow information. This focus page introduces reading strategies for navigating and accessing information presented in different formats. It can be used at the beginning of the module to act as an introduction to some of the different types of layout and format, at the end of the module as a summary of the reading skills covered in the module or as a follow-up to 'Finding the information you need' (Pages 1:3–1:4), where reading strategies are also explored. The focus page is packed with information in order to show the range of texts. Teachers are advised to use the full-size copies from the Source material (pages 0:06–0:10).

Materials

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

Contents page from the staff handbook, Organisation chart, Function instruction sheet, Lunch menu extract and Duty rota from the Source material (0:06–0:10)

Learning outcomes

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

Introduction

- Ask learners to look at a range of reading materials they come across at work, such as report forms, induction materials, fire notices, menus, policies and so on. Ask them what sort of information they can find. This might include: safety information, instructions, advice, descriptions and so on. List these on the board/flipchart in table format. *Is there*

information presented in different ways? Elicit the different formats from the group and write these in the table (e.g. numbered lists, bullet points, graphs, tables, leaflets).

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

Focus page

- Give out full-size copies of the texts on the focus page from the Source material to show further examples of how format and layout are used for different information. Explain what is meant by layout – it gives you an impression of the way the whole thing is laid out at a glance. Layout is usually the first clue we have about what to expect from the contents: *What tells you at a glance that you are looking at the sports page of the newspaper and not the TV guide?* (pictures, large headlines, table of results, continuous text from reporter).
- Check that learners understand the use of formats such as titles, subheadings, bullet points and numbering: *Can you tell me the subheadings used on the Conglemere Hotel lunch menu?*
- Go through the information about the purpose of the different types of layout – what information they give you and ways to read (navigate) your way round them to find information quickly.
- Ask learners to pick out anything they find confusing about the layout or format. Discuss their queries in detail. For example, learners might not have come across the 'v' and 'n' symbols used in the menu.
- Spend time on the table, pointing out that it is a rota for weekend kitchen duties. The column headings describe different job titles; the names under those columns show the staff that do those jobs. Explain that, for example, two kitchen porters and one commis chef are on duty on Saturday 2nd July, whereas just one kitchen porter (and no commis chefs) are on

duty on Sunday 3rd July. Make sure learners understand how to extract information from this rota. (Note: take care not to ask the same questions as on the task page.)

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	1GEN4	
Rt/L2.6		
Rt/L2.7		

Task 1

Use layout to track down the required documents

Rt/L2.6

Rt/L2.7

- Ensure learners have the appropriate set of pages from the Source material.
- Tasks 1 and 2 can be delivered at the beginning, halfway through, or at the end of the module. Take into consideration the learning styles of your learners (e.g. some appreciate seeing the 'whole picture' first, as these tasks demand, whereas others prefer to build up to the task in stages) and their reading levels.
- Remind learners that the layout or format of pages often gives a clue to their purpose and contents.
- To find the information they need, learners will need to think about the way they expect it to be presented (e.g. if they need a page number they will be looking for an index or contents layout).
- Refer learners to the focus page for a reminder of layouts and the information they give.
- You may want to do the first question together to give learners the idea. Demonstrate skimming to select the chosen text; scanning down the contents for a particular topic, using a finger to illustrate the process and talking aloud as you go, and saying the word you are looking for. Finally, read in detail to extract the relevant information.

If the learner has difficulty

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

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

Extension

Ask learners to track down, but not extract, further documents from the Source material to look up the specific information.

Task 2

Use format to find information from documents

Rt/L2.6

Rt/L2.7

- Make sure have the five pages from the Source material.
- Emphasise that learners will find the answers in the different documents, not just one.
- Remind learners that they can save time by using the format to track down information quickly rather than having to read it all. For example, skimming for the correct document, scanning for a key word or section, and then reading the relevant part carefully.
- It might help to do the first question as a whole group to illustrate how quickly the answer can be found so that learners don't feel intimidated by the amount of reading/information.

If the learner has difficulty

- Guide the learner to approach the questions in a methodical way. Ask questions that help the learner to do this. For example (question 2), *Which of these documents will tell you most about food? Where is this symbol on the menu? Can you find any clues in the three foods that this symbol is next to?* (key words 'chestnut', 'nut' and 'nutty')
- The learner may need particular support with the rota because of the complex layout and use of numbers.
- Keep emphasising the positive aspects of how format helps when looking for answers to questions quickly without having to read the whole document.

- If need be, reduce the demands of the task by selecting one document and asking simple questions about it, building up to questions about two selected documents.

Extension

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

Task 3

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

Rt/L2.6

Rt/L2.7

- Remind learners that the layout or format of pages often gives a clue to their purpose and contents.
- Ask them to look at pages 1:11 and 1:12. Explain that the images represent extracts from the sort of written documents they might come across at work.
- In order to find the information they need for each question, learners will need to think about the way they expect the information to be presented (e.g. if they need a page number they will be looking for an index or contents layout).
- Once they have found the correct extract, they can then read in more detail.

If the learner has difficulty

- Part of the skill involved in this task is to understand that text with different purposes has different formats. Check understanding using direct questions about format, using examples from other work materials or the Source material where appropriate. For example, contents are always in lists with page numbers, safety information often includes symbols, organisation charts are set out in boxes with linking lines, and so on.
- You may need to explain terminology such as 'covers'.

- At this stage it is important that learners can find the correct type of information by using format, headings and layout. They can then be supported to extract the information they need, which requires careful reading. Tackle each question one by one, reminding learners that the extracts they need are on both pages.
- Once the correct text has been found, cover up the rest of the page to reduce distraction. Model the process of finding information required by talking aloud as you search and read. (Note: some learners have few or even no strategies for finding information efficiently. The weaker the reading skills the fewer the strategies. Many will resort to reading every word, because they find it hard to know which are important words to read – words assume equal importance if you cannot read well.)

Extension

Ask learners to set a quiz based on a kitchen manual with which they are familiar for other members of the group.

Theme assessment

Ask learners to find examples of the following text types from their own place of work: table, list, instructions, diagram, chart, contents list, form, checklist.

Understanding different layouts

Focus

At work you will come across lots of different types of information. The layout of the text will help you to decide what it is about and how to find the information you need.

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

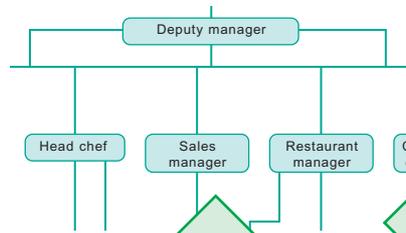
This might include:

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

STAFF HANDBOOK	
Contents	Page
Company history	1
Organisation chart	5
Company regulations	8
Staff policies	10
Salaries	11

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

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



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

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

CONGLEMERE HOTEL FUNCTION INSTRUCTION SHEET	
EVENT TYPE: <i>Dinner (private party)</i>	EVENT DATE: <i>23rd July</i>
VENUE: <i>Wedgewood Suite</i>	ACCOUNT: <i>Norton Golf Club</i>
ORGANISER: <i>Calista Mohanna</i>	DEPOSIT: <i>100% deposit in ad</i>

Forms are used for many reasons. This function sheet is a kind of form. It gives you information about events that have been pre-booked.

Look at how the information is divided into different **sections**.

Use the **subheadings** to help you find your way round the information.

Conglemere Hotel LUNCH MENU	
Sandwiches*	
Beef and horseradish	\$4.50
✓ Cheese and pickle	\$3.50
✓ Cheese	\$3.50
Egg mayonnaise	\$4.00
✗ Turkey & chestnut stuffing	\$4.00
Chicken and bacon	\$4.50
BLT	\$4.50
Seafood	\$4.50

Menus give information about the food on offer, including prices and special offers. Some include consumer or health information, for example, which are suitable for vegetarians.

Weekend Evening Duty Rota - July									
Date	Kitchen porter		Commis chef			Chef de partie		Sous chef	He
	Martin	Steve	Paul	David	Lucy	Joanna	Michael	Matt	
Sat 2nd	7-finish	4-10	5-10	X	X	3-9.30	5-finish	6-finish	
Sun 3rd	7-finish	X	X	X	X	6-finish	6-finish	5.30-9.30	

Tables are used to organise a lot of similar information in a way that is quick to follow. This weekend duty rota is in table form. It tells staff when they are working.

Tables are organised in **rows** ↔ and **columns** ↓.

Track **across** the rows and **up** or **down** the columns to find specific information.

Understanding different layouts

Task

Task 1

Identify the pages of information from the Source material that you need for the following purposes.

- 1 To find out what information is contained in the Staff handbook.
- 2 To find who is in charge of commis chefs.
- 3 To find out details about a booking, including the menu required.
- 4 To find out what sandwiches are available on the menu.
- 5 To find out which staff are working weekends during a monthly period.

Tip

Use the layout to help you choose the correct pages.

Task 2

Use the same pages of the Source material to answer these questions.

- 1 What does the symbol **V** mean?
- 2 What does the symbol **N** mean?
- 3 What information is on the following pages of the Staff handbook?
a Page 35 b Page 21
c Page 11 d Page 5
- 4 Which two supervisors are in charge of the breakfast cooks?
- 5 How many people has the private dinner party on 23rd July been booked for?
- 6 Which chef de partie is on duty on 23rd July?
- 7 What will the kitchen porters serve with 'petit fours' at the private dinner on 23rd July?

Tips

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

Understanding different layouts

Task

Task 3

Use the extracts on this page and page 1:12 to find the information you need for these questions.

- 1 What fire safety checks are done every week?
- 2 Which salad is suitable for vegetarians but not for people with nut allergies?
- 3 You are trying to find out how to clean the meat slicer. Which page will you go to?
- 4 To dice onions you need to make *parallel cuts*. If you are not sure how to do this, which diagram shows you?
- 5 Who is the Head chef directly in charge of?
- 6 What is the bullet-pointed checklist about?
- 7 What are you warned not to do in order to avoid scalds and burns?
- 8 How many different filling combinations are required for baguettes?
- 9 What is the first thing you should do when dicing an onion?
- 10 How many covers are required for the dinner dance?
- 11 On which page will you find information about vegetable slicers?
- 12 What is served with the savoury dishes on the bar menu?

In order to prevent infestations of rats, mice, birds, cockroaches, flies and other insects, kitchen staff must ensure that:

- ultraviolet insect killers are working at all times
- screens are in place on windows and doors
- all food supplies are stored off the floor
- spills are cleaned up immediately
- lids are kept on all waste bins.

CONTENTS

Cutting boards and blocks	2
Knives	5
Cleavers	7
Cutting machines	9
Using	10
Cleaning	13
Maintaining	16
Reporting faults	20
Vegetable slicers	23
Mandolins and graters	25
Mincing machines	28

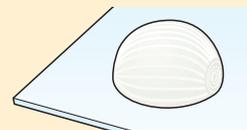
Preparing vegetables – finely diced onions



1. Using a sharp knife, cut off the top and root end of the onion.



2. Slice in two from top to bottom and remove the two outer skins.



3. Lay one onion half, cut-side down, on a chopping board.



4. With the knife pointing to the root end, make parallel cuts, slicing downwards onto the board, to within 1 cm of the root end.



5. Slice down again at right angles to the first cuts. The thinner the cuts, the smaller the dice.

Understanding different layouts

Task

CONGLEMERE HOTEL FUNCTION INSTRUCTIONS SHEET	
EVENT TYPE: <i>Dinner dance</i> VENUE: <i>Doulton Suite</i> ORGANISER: <i>Abi Hales</i> HOTEL CONTACT: <i>Steve Hope</i>	EVENT DATE: <i>14th December</i> ACCOUNT: <i>Brownlow Developments</i> DEPOSIT: <i>50% deposit in advance</i> NUMBERS: <i>84</i>
Flowers: <i>Usual</i> Menus: <i>Yes</i> Place cards: <i>No</i> Table plan: <i>No</i>	Menu @ £22.50 per person Cream of mushroom soup or Smoked salmon *** Roast turkey or Trout with almonds *** Selection from the sweet trolley *** Coffee and mince pies
Special Instructions/layout <i>Cabaret style</i>	

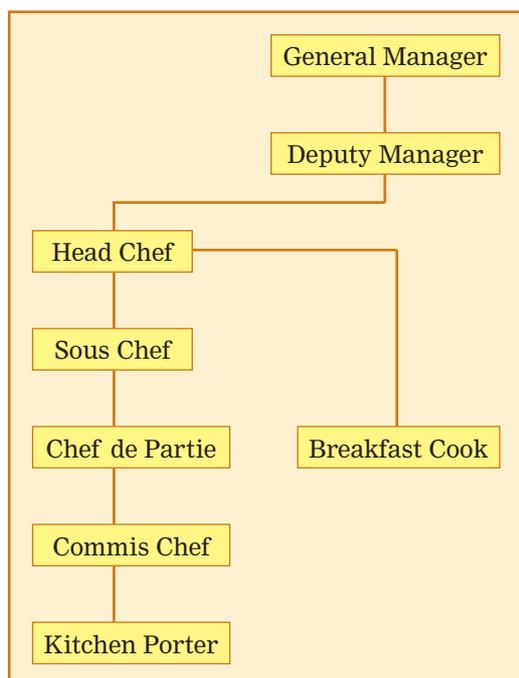
⚠ WARNING

Avoid oven scalds and burns!

- ✗ Do not overfill baking trays and ovens.
- ✗ Never overload roasting tins.
- ✓ Stand well back whilst opening hot ovens.
- ✓ Make sure jacket sleeves are rolled down to prevent burns.
- ✓ Use dry, sound oven cloths for handling hot trays, etc.

FIRE SAFETY CHECKS

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



Conglemere Bar & Restaurant SNACK BAR MENU

Baguettes

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

May madness offer - children eat free!*

House speciality salads - all at £6.99!

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

Salads are our speciality!

Something savoury

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

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

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

PAGES 1:13–1:14

What should I do?

Occupational setting

Many instructions in catering 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, 'Put ...' or 'Don't take ...'.

Skills developed in this theme will support learners working towards competence in Unit 1GEN4 of the Occupational Standards.

Materials

Audio equipment

Learning outcomes

- 1 To use strategies for picking out relevant details (focus page)
- 2 To listen for key words to pick out what should and should not be done (focus page, 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 about something of relevance or interesting to them. Include: a lot of irrelevant information (*By the way, did you see X last night?*): instructions in the wrong order (e.g. give out your last instruction as '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.
- *What is meant by an instruction? Who gives instructions? How are they given? (e.g. verbally, written) How can you tell when something is an instruction (as opposed to advice, a comment on progress, etc.)?* Instructions can often be identified by tone of voice and the use of instruction words. Ask learners for examples of each of these.
- Explore learners' experiences of receiving instructions in the workplace. Do they find them easy to follow? Are the instructions sometimes given out in a hurry? What else can go wrong? (e.g. not hearing properly because of background noise, not paying attention) What might happen if instructions are not followed in the right sequence? What might happen if you forget an instruction? Try to elicit examples of each of these.
- This may be a good opportunity to practise listening to instructions in poor conditions (i.e. not in the ideal conditions of a training room). This acknowledges the reality of work in kitchens, where noise and disturbance are inevitable.
- Remembering instructions is as important as understanding them. Devise some memory games along the lines of 'My grandmother went to market and bought ...' updated for catering students to 'The chef told me to make ...'. Some useful memory techniques can be found on www.mindtools.com/memory.html.

Focus page  1

- Work through the tactics for the listener on the page, applying them 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 (e.g. '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.
- Explain to learners you will play an audio clip of the instructions on the page and that you want them to make a brief note of all the instructions in their own words and in a way that helps them remember (e.g. using numbers or bullet points). They will then use these notes to explain to a partner what to do. (This helps to confirm whether the instructions have been noted down clearly enough.)
- It may be useful to involve learners in role-plays based on these instructions.
 - One person reads some instructions, the others focus on different aspects of listening for instructions (e.g. things you have to do, things you must not do, instructions for individuals, instructions for everyone, suggestions for questions to clarify understanding).
 - One person calls out orders, the others make a mental checklist and repeat back what they have heard.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	1GEN4	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

Listen to a set of instructions and pick out the things you must do
SLlr/L1.2

- Look at the tip and explain that learners are listening out for positive instructions (i.e. things you must do).
- You may want to consider the different ways in which 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 that it is important to recognise these as instructions (i.e. telling you what to do).
- Play the audio clip through once for gist. Allow time to discuss any points that arise.
- Play the clip again, this time listening for the words that tell you what you must do. Learners could discuss this in pairs. What are the things that must be done? Learners should make a note of these instructions.
- Replay the audio clip so learners can confirm their responses.

If the learner has difficulty

- Read the audio script aloud in small chunks, no more than one sentence at a time. Ask learners: *Does the person tell you to do something? What?*
- Remind learners that they are listening for things that require action: what they must do (not what they must not do).
- There may be some language issues for ESOL learners. Some of the sentence constructions in the audio clip may be difficult to understand because of the spoken form. Before listening to the audio clip, set the scene and flag up some of the more difficult language structures.

Extension

- Using their own experience, ask learners prepare a similar script for other learners to listen to.
- They should make a note of any questions they might need to ask to clarify the instructions.

Task 2

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 to Task 1.

- Play the audio clip again. Ask learners to discuss what they have heard in pairs. What are the things that must not be done? Point out the tip.
- Play the audio clip again to confirm this.

If the learner has difficulty

- Read the audio script aloud in small chunks to allow learners more time.
- Listen out for the negative words: 'you must not', 'don't'.
- Note the language difficulties for ESOL learners discussed above.

Extension

Practise this skill in workplace situations, where instructions are given. Learners should practise making notes of instructions, perhaps in columns of 'dos' and 'don'ts'.

Task 3 **3**

Listen to some instructions and number them in the order they should be followed
SL1r/L2.2

- Explain to learners that they need to listen out for key order words to help them decide on the correct order.
- Explain that they can write the numbers 1–7 in front of the instructions, using pencil in case they change their minds.
- Explain that they will be able to listen several times to check the order.
- Play the audio clip once for gist. This is a complex set of instructions and learners will benefit from getting a good overview of what is happening. Allow them to discuss this if needed.
- Play the audio clip again, listening for key order words/phrases (learners might jot these down).
- Discuss the words/phrases and the order they suggest.
- Play the audio clip again and let the learners number the instructions.
- Play the audio clip again for learners to check their order.

If the learner has difficulty

- This requires good listening skills, so some learners might have difficulty retaining the information or following it through.

- Read the audio script aloud in small chunks, no more than one sentence at a time (only from where the instructions actually start). Ask learners: *What was the order word or phrase you heard?*
- Remind them they are listening for order words or phrases such as 'first', 'before', 'then', 'after', 'when'.
- Explain that the word 'when' here means the same as 'after'. Give an example: *When you've done that, do this ...* meaning the same as 'do this after you've done that ...'.
- There may be some language issues for ESOL learners because of the spoken idiom. Learners may need support or direct guidance for each of the stages bulleted above.
 - Play the audio clip more than once.
 - Give learners the audio script (after listening twice without it) to help them relate it to the spoken word.
 - Discuss the meaning of key vocabulary.
 - Focus on relevant discussion markers.

Extension

- Explain to learners that you can only follow instructions when you understand what you are being asked to do. Give them the three instructions below taken from the audio clip and ask them to explain to each other what each instruction means. They can look up words in the glossary to help and put things into their own words or demonstrate the action, etc.
 - Before you start, make sure that the bird has rested for 15 minutes.
 - The juices will keep the flesh moist and the fibres will relax and make the bird easier to carve.
 - Insert a sharp knife between the leg and the body and remove the thigh and drumstick in one piece.

Theme assessment

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 or check understanding.

What should I do?

Focus

A kitchen is a busy place! Make sure you know what **you** should do by listening carefully.

Get ready to listen.



Look as if you are listening:

- Nod.
- Look at the speaker.
- Look keen!

Ask questions to check you have understood.

Is the velouté to go with the fish?

Listen for the words that let you know what order to do things in.

Is there any particular order to do things in?

Order words might be things like 'first', 'second', 'then', 'afterwards', 'before that', 'later', 'next' and 'finally'.

Right, team. It's a busy shift again today so I want you all on the ball. The summer menu has been in operation for a week now so you should all know what your jobs are.

Bob, the veg today is mange tout, French beans and chicory; fish is sole and salmon and we'll need a velouté and a salsa verde. Oh, mustn't forget the potatoes – pommes nouvelles and rosti, s'il vous plaît.

Anybody need to know more?



Repeat instructions in your own words to check you understand.

*Pommes nouvelles?
Ah yes, new potatoes.*

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

... or keep a mental note of what applies to you.

What have I got to do?

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

Right, that's three things I've got to do.

Listen out for key words. Know the menu and your responsibilities relating to it.

2 avocado, 2 foie gras, 3 sole, 1 chicken

Oui, Chef.

Keep a mental note of what you need to do. Tick off each thing as you do it.

Make sure you reply clearly to be heard above the kitchen noise.

What should I do?

Task



Task 1

2

Listen to the instructions for using a deep-fat fryer. Make a note of the things that must be done.

DO

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



Task 2

2

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

DO NOT

- 1 _____
- 2 _____



Task 3

3

Listen to the chef describing how to carve a chicken. Number the instructions in the order they have to be followed.

- Slice the breast.
- Use a carving fork to steady the body.
- Remove the wing on the same side.
- Repeat the last three steps on the other side of the bird.
- Insert a sharp knife between the leg and the body and remove the thigh and drumstick in one piece.
- Divide each drumstick and thigh by cutting through the joint so you have two leg portions.
- Make sure that the bird has rested for 15 minutes.



Tip

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

Tip

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

Tips

- Listen out for the key order words or phrases.
- Count off on your fingers every time a new job is mentioned.
- Try to make a picture in your head of what needs to be done.

PAGES 1:15–1:16

Safety equipment information

Occupational setting

It is essential that catering workers protect themselves and others (members of the public as well as work colleagues) from danger. In order to do this they must be able to locate, read and understand health and safety signs in their working environment. In the event of fire in particular, delayed action could result in death. Everyone working in a catering establishment should know exactly where all the appliances are kept and how to use them correctly, without hesitation. It is therefore necessary to know how to interpret the symbols, colours and written instructions on fire extinguishers and safety notices.

Many learners will have difficulty identifying the correct extinguisher to use in different situations. Strategies for this should be established and 'over-learned' through repetition and revision. Learning in this theme will contribute to Unit 1GEN1 of the Occupational Standards.

Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

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

Workplace fire drill and induction material for fire safety

Colour copies of the Fire extinguisher information from the Source material (0:11)

Learning outcomes

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

Introduction

- Discuss 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 person to describe briefly the particular circumstances of his/her place of work with regard to fire exits, fire procedures, etc. If anyone is hesitant with descriptions, encourage them 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.
- Do a visual memory exercise. Give learners in pairs a minute to look at a fire safety notice or sign (each pair to have a different one if possible), noting all the features – colours, symbols, words in bold, order of instructions. Each pair then reports back to the group what they remember while you make notes on the board/flipchart. Draw out the common features that were recalled with ease – was it the symbols, 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?
- Note that colour is also a guide on the fire action notice about what to do (blue) and what not to do (red). Explain that different notices use different colour schemes but most fire notices are predominantly red. Fire exit routes are marked in green and often include 'the running man'. Remind learners about the significance of colour in safety signs – for example, red for danger, green for safety, blue for must do.

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 the type of extinguisher is written in bold in a particular colour on the appliance itself and on the label fixed above the appliance.

- Look at the Fire extinguisher wall notice on the focus page. Read the information on what types of fire the extinguisher is and is not suitable for. *Why is the information divided up in this way? Why does the information on what not to use the extinguisher on take up more room than what you should use it on?* Compare it with other wall notices such as those shown in the Source material.
- Ask learners to look up the word ‘flammable’ in the glossary. Point out how the glossary can be used to find subject-specific words and their meanings. Guide learners in using the glossary if necessary.
- In groups, ask learners to think of two ways the signs and symbols of the wall notice are useful. Discuss the ideas as a whole group.
- Explain that some extinguisher notices have drawings to illustrate the instructions. Ask why this is. Show learners an example if possible. Ensure they know where to look for the instructions.
- Read through the instructions and points made on the focus page. Make sure learners understand the instructions and can read the capital letters. Ask learners what other fire-fighting equipment is mentioned on the page (fire blankets). What are these used for? Where are they likely to be found?
- Ask learners to find (or provide) information from their own material relating to using fire-fighting equipment, as shown at the bottom of the focus page. This is to emphasise the reason for needing to know how to use equipment. Emphasise the safety element of only using fire-fighting equipment if it is safe to do so.
- Point out that the glossary can be used to check the meanings of words in the questions and on the signs.
- Emphasise that although fire extinguishers 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 a situation worse.
- Remind learners to look for the symbol that means ‘do not’ – this will keep them safe. Stress that it is not a good idea to help others if you put your own life in danger in doing so.

If the learner has difficulty

- Check learners’ understanding of words on the notices and in the questions. Look them up in the glossary. The word ‘live’ may cause difficulty. You may need to explain what is meant by ‘flammable liquids’ and ‘metal fires’.
- Go through each notice and set of instructions one by one, making sure learners understand the layout and can read the capital letters.
- Ask straightforward questions about the carbon dioxide extinguisher. *What colour shows that it is 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? Which section is it in?*

Extension

- Give the learner two or three relevant scenarios (e.g. chip pan catches fire on an electrical stove; frying pan catches fire on a gas stove). Which extinguisher would be used for each fire?
- This could be used to make a checklist for colleagues.

Task 2

Find and make a note of fire-fighting equipment in the building

Rt/E3.3

Rt/E3.9

Rt/L1.2

- Explain to learners that they are to look round the building for the information they need.

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

Task 1

Use the information on fire extinguishers and fire notices to answer some questions

Rt/E3.3

Rt/E3.9

Rt/L1.2

- Make sure learners know how to fill in a table. If this proves difficult, they can note the information in a way more suitable to them.
- Give learners time to create their own tables, if they are using this format. (They do not have to use the same headings/sections.)
- Check the information when the learners return as a whole group and compile a 'whole class' table for learners to compare their information.

If the learner has difficulty

If necessary, accompany learners and give support with reading the notices and labels and writing down information.

Extension

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

Theme assessment

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

Safety equipment information

Focus

Fire safety is vital in catering. You should find out what sort of fire fighting equipment you have at work, where it is, what sort of fires you can use it on and how to use it.

Fire extinguisher wall notice

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

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

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

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

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

9 LITRE WATER FIRE EXTINGUISHER

TO OPERATE

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

Fire extinguisher label

Have a look at your:

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

What do they say about using fire-fighting equipment?

If tackling a fire, keep yourself on the escape route side of the fire.

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

9.1 Chip pan/grill pan fires

- **Wet chemical (Class F) extinguishers** are designed for extinguishing oil and fat fires. Never use a *water-filled extinguisher* to tackle a fire involving oil or fat. It actually makes it worse and can even cause them to explode.
- *Foam-filled extinguishers* should not be used as they can spread burning oil or fat around.
- **Fire blankets** can be used to tackle oil pan fires.

Safety equipment information

Task

Task 1

Use the Fire extinguisher information from the Source material to answer the following questions. Circle your answers.

- The symbol  in these notices means:
Do not Always No entry
- On fires involving flammable liquids, you should only use foam. True / False
- Where should you spray carbon dioxide (CO₂)?
Over the whole fire area At the base of the fire
- If oil or fat is on fire, which type of extinguisher should be used?
Carbon dioxide Foam Wet chemical
- The symbol  in these signs represents:
Lightning Electricity Danger
- The first thing you do with any of these extinguishers is pull out the safety pin. True / False
- Where should carbon dioxide extinguishers not be used?
In class In woods In confined spaces
- The colour cream is used for extinguishers that contain:
Carbon dioxide Foam Wet chemical
- If you are tackling a chip-pan fire, when should you stop?
When all the flames go out When the extinguisher is empty When the smoke goes

Tips

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

Task 2

Find out what fire-fighting equipment you have in your own place of work. Make a note of the information to remind you. You could make a table like this one to help you organise the information.

Tip

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

Fire-fighting equipment			
Extinguisher (colour)	Type of fire to use it for	Instructions for use	Where to find it in the building
<i>Water (red)</i>			
<i>Carbon dioxide (black)</i>			
<i>Foam (cream)</i>			

PAGES 1:17–1:18

Accident report forms

Occupational setting

Recording information clearly and accurately is essential in all aspects of catering work, and accident report forms are no exception. 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 event never happens again.

Materials

An OHT and copies of the blank Accident report form from the Source material (0:12)

A short accident scenario relevant to the learners' work setting – 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, Task 3)

Introduction

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

Focus page

- Refer to previous focus pages where format is used to navigate a text. What types of format are used in this form? How does it help in reading the form?

- Are the instructions about how to fill in the form clear?
- Using an OHT or handouts, give learners a relevant accident scenario and model the process of recording an accident.
- Ask learners what they think is the most important information. Highlight this information if the scenario is given in text form or write the statements on a 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 written in an accident report form. Ask learners if any of the statements on the board/flipchart are opinion and therefore should not be included.
 - Ask the group to number the statements in the order in which the events appear to have happened.
 - Display the blank Accident report form on the OHP. Discuss the headings and sections and ask learners where they would place the information they have just agreed. Write it in on the OHT.
 - Talk through the process of proofreading for errors (e.g. *Now let me make sure I haven't made any spelling mistakes. I can see that I have left off a full stop here. I'm not sure about saying 'she went down like a tonne of bricks' – it's not formal enough. It would probably be better to say that she fell heavily*). It is important for learners to realise that this is the normal checking process.
 - Remind learners to use the past tense (because you are describing something that has happened in the past).

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

Task 1

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

Rt/L1.3

Rt/L1.4

- Remind learners to read each item and to ask themselves whether it is relevant to the highlighted part of the form and to check 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. Taking one at a time, read the item together and ask the learner to position it on 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)?*

Extension

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

Task 2

Underline the four sentences from a written accident statement that contain the relevant information

Rt/L1.1

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

If the learner has difficulty

- Have prepared 10 statements that are either fact or opinion (e.g. the saucepan fell on the floor. It was busy in the kitchen. She seems to enjoy a good laugh. There was grease on the floor., etc.). Ask the learner to sort them into two piles – facts and opinions. Emphasise that only the facts would be included in an accident report.
- Enlarge and photocopy Task 2 and ask the learner to divide the text into individual sentences which can then be sorted into facts and opinions. This should help them to decide on the four key sentences required to complete the task.

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 by accident report forms.

Task 3

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

Wt/L1.2

Wt/L1.3

Wt/L1.4

- Ask learners to read through the speech-bubble text first and identify any words they are unfamiliar with (e.g. 'cropper'). Ask members of the group to say what they mean. Are these words acceptable in a formal report? If not, what words would replace them?
- It might help if you read out the text as well as allowing learners to read it.
- Allow learners to work in pairs to draft a suitably formal version of the speech. Remind them to use the past tense.

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', 'cropper'.

- Enlarge and photocopy the text and cut it up into individual sentences. Start by asking the learner to rewrite each sentence using more formal words (e.g. 'I went a cropper on my left wrist' – I fell down heavily onto my left wrist). Ask the learner to pick out the sentences that explain what happened, and then to put these selected sentences into the most logical order. They are then ready to complete the task.

Extension

Give learner a set of colloquial phrases (e.g. 'His feet went from under him.' 'Her arm was black and blue.') and ask him/her to compose suitable formal phrases that would be suitable for an accident report form.

Theme assessment

Give learners some key words/phrases relevant to a typical accident in their own workplace, (e.g. handbag; 8:30 am; leg; breakfast; distracted; tripped) and ask them to use the words as the basis for a short accident report.

Accident report forms

Focus

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

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

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

If you are in any doubt about anything – ASK.

Use the:

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

to help find your way around the form.

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

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

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

You should also:

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

Tip

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

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 _____

If an accident happens at work, a report has to be completed. This is the law. The report is confidential and must be kept safe. The form may be needed as evidence.

It is important that what you write is:

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

Accident report forms

Task

Task 1

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

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

Tips

Look at the headings to see which information can be recorded **elsewhere** in this section.

Think about what is **relevant and factual**.

Task 2

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

I was walking towards the dessert fridge. Ben was walking towards me, carrying a fish kettle and a colander. All of a sudden his legs went from underneath him. He landed hard on his left arm. I told him that I thought it was broken, but fortunately it was not. I was quite worried about him. I did not see exactly what he slipped on, but the floor tiles seemed to be wet in places. It was definitely not his fault - he was being careful. I suspect that someone had spilt some milk or something and forgot to leave the wet floor sign out after cleaning it up. Either that or some oil or fat had got on the floor. The head chef told him to go to hospital to get it checked out. I expect he'll have a lot of bruises.

Tip

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



Task 3

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

- 1 Write on a separate piece of paper so that you can plan and check your entry.
- 2 Fill it in on the accident report form from the Source material.

I ended up at Casualty yesterday. I slipped on a bit of water or some such stuff on the floor. I went a cropper on my left wrist. They told me it was bust, well not exactly bust, more badly sprained. It couldn't have happened at a worse time. I'm off on my holiday tomorrow.

PAGES 1:19–1:20

Wages

Occupational setting

An employee should have the confidence and ability to understand and check the contents of a wage slip. This theme aims to clarify these contents.

Materials

Examples of employees and their minimum wage for part-time workers (extension task)

Samples of wage slips with errors (Theme assessment)

Learning outcomes

- 1 To understand and calculate gross pay (focus page, Tasks 1 and 2)
- 2 To identify and correct errors on payslips (Task 2)

Introduction

- Wage slips are important and personal documents. They can seem confusing until you are familiar with the layout and contents. The language can appear complex and the mix of words and numbers confusing.
- This theme contains a break down of the essential details/information that must be on any wage slip.

Focus page

- Discuss with the learners the importance of being able to check their wage slips – it is part of being in control of their finances and that errors do occur, even in large organisations. It involves being able to identify the different bits of information and understand what each represents.
- Explain that although a wage slip is personal to each individual, only some of the information is specific to that individual.
- Ask learners for vocabulary that appears on wage slips and list these on the board/flipchart. Are there any words that are not fully understood?

- Read aloud the information at the top of the focus page and ask learners to look at the wage slip. Ask them to highlight words on the board/flipchart that appear on the wage slip.
- Encourage learners to look at the way in which the information moves systematically from the employee's name, through the various stages of information to the take-home pay at the end.
- Ask learners which information/vocabulary on the wage slip will be the same for all employees at McConnell's PLC and which details will be different (i.e. personalised).
- Work through the wage slip using the information boxes to help with explanations.
- Direct attention to 'Checking your wage slip' and ask learners to look at the first bullet point (Hourly rate). Explain that the hourly rates will change from time to time. Are learners aware of the current minimum wage rates? Ask them each to make a mental note of which rate applies to them.
- Direct attention to 'Hours worked'. Read through the example and ensure that learners understand the three ways of presenting the number of hours and minutes. Take some time to explain that time may be recorded in different ways in different organisations. If appropriate, practise this using a set of cards with times written in different formats.
- Ask learners to do the 'Try this' exercise. How will they calculate Sam's weekly pay? What mathematical skill do they need to apply? Go through the process of calculating so that learners can see why they need to multiply.
 - In one day she works 7.5 hours. In 2 days she works 2×7.5 hours. In 3 days she works 3×7.5 hours, and so on.
 - For 1 hour she gets paid £4.25. For 2 hours she gets paid $2 \times £4.25$. For 3 hours she gets paid $3 \times £4.25$. For 22.25 hours she gets paid $22.25 \times £4.25$.
 - Elicit from learners that they need to calculate: $7.5 \text{ hours} \times \text{hourly rate} \times 3 \text{ days}$ (i.e. 7.5 lots of £4.25 for 1 day's pay then multiply this by 3 for 3 days' pay). They could use calculators for this. Explain that this sort of calculation is part of the process of checking wage slips.

- Direct learners to the bullet point on 'Gross pay'. Ask what they understand by the terms 'gross' and 'net' pay. Can they find these words on the wage slip?
- Ask how net pay (the take-home amount) is determined from gross pay. Try to elicit that this is where the deductions occur. Do they know what this word means? Ask learners why these deductions are made. Look at the wage slip. Discuss the terms 'Co. Pension', 'Income tax' and 'National Insurance' that make up the deductions.
- Discuss annual pay and calculate using examples.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.1	N/A	N1.1

Task 1

Calculate gross weekly pay and gross annual pay

MSS1/L1.1

- Make sure learners have a copy of the focus page that they can refer to without turning the page.
- Remind learners of the term 'gross pay'.
- Read aloud the information for Task 1.
- Ask learners what they need to know before they can attempt this – the hourly rate appropriate for the age of each employee and the number of weeks in a year.

If the learner has difficulty

- Does the learner remember the meaning of the term 'gross pay'?
- Is he/she able to find the minimum pay rates on the focus page and then apply them to the right employees? Does she/he understand that this hourly rate needs to be multiplied by 37? Can he/she do this calculation using a calculator and record the weekly amount? Does he or she understand that this weekly amount needs to be multiplied by 52 for the annual amount? Can they do this calculation and record it?
- Encourage the learner to gather together all the details required to calculate the weekly amounts. It may help to cover up the 'per year' line to avoid distraction. When the three

weekly amounts are recorded, move on to the annual amounts.

- Learners are likely to have difficulty in handling and sorting all the data from the different sources. They need to have a structured way (list) of what they need to collect to carry out these calculations. Cards or sticky notes would be useful.

Extension

Calculate the weekly gross pay, based on the minimum wage, for each of the three employees if they work three 7.5-hour days a week.

Task 2

Check a wage slip to identify errors

MSS1/L1.1

- Read aloud the information and instructions for Task 2.
- Remind learners of the systematic way in which you read the wage slip on the focus page – read from the top left-hand corner down to the bottom then the right-hand column down to the bottom. In this way it is less likely that any details will be overlooked.
- Ask learners to think about where an error is most likely to occur and why.
- When the error is found, use this to illustrate the importance of checking wage slips.

If the learner has difficulty

- Suggest that any errors are *most likely* to occur in the right-hand column.
- Make sure the learner does not forget about the two written statements about Greg. Can he/she look for any clues in these statements as a starting point for finding an error? Try to elicit the fact that it would be easy to overlook the fact that one of his days was longer than the others.

Extension

Devise opportunities for calculating gross pay based on a mix of number of hours and hourly rates.

Theme assessment

Create another two wage slips with different errors for learners to check.

Wages

Focus

Whether you get paid in cash, by cheque or directly into your bank account, you should be given a wage slip that contains the following information.

The name of your employer → McConnell's PLC

Your name → NAME Josh Howell

The date the payment is for → W/E 28/10/05

The number of hours you have worked → HRS 39.5

Your hourly rate → @ £5.05

Descriptions of any deductions (these get subtracted from your gross pay) →

DEDUCTIONS	£	p
CO. PENSION		
INCOME TAX	16	86
NATIONAL INSURANCE	11	60
OTHER		
TOTAL DEDUCTIONS	28	46

Your gross pay (pay before deductions) → GROSS £199 48

Your net pay (pay after deductions) This is the amount you will receive. → NET £171 02

Checking your wage slip

- Hourly rate:** the amount paid to you for each hour that you work.

The law says employees must be paid at least the minimum wage.

From October 2005 it is as follows:

Age 16–17:	£3.00 an hour
Age 18–21:	£4.25 an hour
Age 22 or over:	£5.05 an hour
- Hours worked:** These are usually written as decimals.

Examples:

12 hours 15 minutes = $12\frac{1}{4}$ hours = 12.25 hours

39 hours 30 minutes = $39\frac{1}{2}$ hours = 39.5 hours

40 hours 45 minutes = $40\frac{3}{4}$ hours = 40.75 hours

Try this: Sam is 21 and gets paid the minimum wage. She works $7\frac{1}{2}$ hours a day for 3 days per week. How much is her gross weekly pay?
- Gross pay:** this is what you have earned for the hours that you have worked. You calculate your gross pay like this:

$$\text{Hours worked} \times \text{Hourly rate} = \text{Gross pay}$$

$$39.5 \text{ hours} \times £5.05 = £199.48$$
- Net pay:** The Government collects income tax and National Insurance contributions from your wages. It is taken from your gross pay. The amount left over is called net pay. You calculate net pay like this:

$$\text{Gross pay} - \text{Deductions} = \text{Net pay}$$

$$£199.48 - £28.46 = £171.02$$

Wages

Task

Task 1

Each of the employees below is paid the **minimum wage**. They each work **37 hours a week**.

- 1 What is their **gross weekly pay**?
- 2 What is their **gross annual pay**?

Remember!

1 year = 52 weeks

a



Darren: age 19

£ _____ per week

£ _____ per year

b



Vicki: age 23

£ _____ per week

£ _____ per year

c



Jeff: age 17

£ _____ per week

£ _____ per year

Task 2

- Greg celebrated his 18th birthday 5 weeks ago. He gets paid £5.10 an hour and he is paid weekly.
- Last week Greg worked 7½ hours each day for 4 days and 8½ hours for 1 day.

Check Greg's wage slip and correct any mistakes.

McConnell's PLC		W/E 28/10/05	
NAME Greg Wallasey		Tax Code: 489L	
WORKS/DEPT No 3229		Tax Week: 30	

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE	
5583.37	461.62	

DEDUCTIONS	£	p
CO. PENSION		
INCOME TAX	16	54
NATIONAL INSURANCE	10	72
OTHER		
TOTAL DEDUCTIONS	27	26

PAY	£	p
STANDARD HRS 37.5 @ £5.10	191	25
OVERTIME HRS @		
BONUS, SICK PAY S.M.P.		
GROSS	191	25
DEDUCTIONS	27	26
NET	163	99

PAGES 1:21–1:22

What is an NVQ?

Occupational setting

This theme gives a useful opportunity to discuss the whole National Vocational Qualification (NVQ) structure and evidence requirements. The format and jargon used in NVQs is usually unfamiliar to entrants to training and it can be daunting and difficult to understand. It is worth spending some time looking at the structure of the NVQ statements and showing learners how to use the glossary and other reading skills to understand what it is all about. Tasks for this theme allow learners to develop and practise some of the skills required to do this. It uses excerpts from 1GEN1 and 1GEN4.

Materials

NVQ portfolio

Dictionaries

Unit 1GEN4 (from National Occupational Standards)

Learning outcomes

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

Introduction

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

Focus page

- The bold words on the focus page indicate words to be discussed.
- The examples on the page can be expanded on using learners' NVQ portfolios.
- Exemplify how the codes in the NVQ work.
- Exemplify the use of format (e.g. bullet points, headings and subheadings, sections and subsections, bold, italic and underlined information). Explain its use in navigating the text.
- Using 1GEN1 or another relevant unit, read through all the information it contains and discuss each section, addressing any issues the learners raise and relating each section to the points already discussed on the focus page.
- **Introduction.** What is its purpose? (to summarise the whole unit). Point out use of bullet points and codes. Look up or reword any words or phrases that puzzle learners.
- **Glossary.** Ask learners to substitute the meanings of words to see if it makes more sense than the original (e.g. identify health, safety and hygiene dangers when they occur).
- **What you must do** (performance criteria). Give small groups a task to think about (e.g. making a cup of tea). How can we judge this task? Is it OK to judge a task by the fact that it was completed? What about how long it took, how good the end result was, the cost of the process, whether it completed safely? Was it successful by chance or because the person really knows how to make a cup of tea? Select some performance criteria (What you must do) to unpick and summarise what actually needs to be done to achieve the element and what types of evidence can be collected to satisfy the assessor. Unpick 'To meet the national standard you must'.
- **What you must cover.** Point out use of format. Reword each point.

- **What you must know.** Challenge learners to be the first to find and reword a particular code or reference (e.g. *Find K25. What does it mean?*)
- **Assessing performance.** This can provide useful information for a candidate when deciding on what constitutes evidence. Assist learners to interpret what this means for them.
- Compare this unit with another for learners to see similarities and recognise that units are similar in format; once the format and jargon are understood, the information in the unit can be interpreted better and used for portfolio building.
- As a group it may be useful to outline the whole NVQ process using a flow chart constructed with learners' input.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	N/A	C2.2
Rt/L2.3		
Rt/L2.6		
Rt/L2.8		
Rw/L2.1		
Rs/L2.1		

Task 1

Define words already encountered on the focus page

Rw/L2.1

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

If the learner has difficulty

- If the learner has problems finding words in the glossary, refer to Skills for Life material for further work on using reference material.

- Learners who have problems putting these definitions into their own words may not understand other aspects of the language. You will need to work with these learners to ensure that they can understand the purpose of the NVQ requirements, using language that they can understand.
- Give further examples and help learners to relate words to relevant parts of the NVQ.

Extension

Read the introduction to the NVQ. Extract words not understood and find out their meanings. Explain this to other learners.

Task 2

Read parts of the NVQ and insert missing words

Rs/L2.1

Rw/L2.1

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

If the learner has difficulty

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

Extension

- Explain answers to a colleague.
- Look at further units.

Task 3

Reword the type of expression commonly encountered in the NVQ

Rw/L2.1

Rt/L2.1

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

If the learner has difficulty

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

Extension

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

Theme assessment

Run a small quiz in which learners or pairs of learners have to find certain things in the NVQ as fast as they can. For example: *How many elements are there in 2DS8? What is the title of unit 3FPC19?*

What is an NVQ?

Focus

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

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

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

Who are People 1st?

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

The NVQ Standards are divided into:

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

Some units are mandatory and some are optional.

Assessing performance

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

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

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

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

What are simulations?

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

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

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

Use the codes to keep track of your evidence.

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

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

What you must do

To meet the national standard you must:

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

What you must cover

This element covers:

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

What you must know

For element 1GEN1.2

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

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

What is an NVQ?

Task

Task 1

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

assessment evidence competence standard mandatory
optional portfolio simulation verification range

Task 2

Complete these extracts from the pages of an NVQ.

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

Task 3

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

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

PAGES 1:23–1:24

Evidence for NVQ

Occupational setting

Writing a statement that covers all the relevant points is a difficult task. The format for the method of recording evidence will vary. Recognising situations in which routine workplace scenarios cover all points is also a difficult skill. It relies on reading accurately and in detail. This theme develops some of the reading and writing skills needed for writing evidence statements. It uses excerpts from 1GEN4 and 2FC7.

Materials

NVQ portfolio

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

OHTs of performance criteria of your choice

Personal statement from the Source material (0:13)

Audio equipment

Learning outcomes

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

Introduction

- Ask learners to think of situations they have encountered at work that would cover a set of points from the 'What you must do' section of an element, as shown on your OHT or in the NVQ portfolio.
- Discuss what evidence they would have to produce in order to fulfil the criteria. Do they do this task? What evidence is there that they do this (e.g. records)?

- Check learners are familiar with all the words and phrases in all the sections (e.g. What does 'in line with' mean?).

Focus page

- This focus page acts as a model for how learners should be talking about evidence building, from reading and understanding the requirements outlined in the points to gathering evidence of performance, or developing an action plan to gather evidence. It is worth spending some time on this, as it will provide a model for learners to work independently in the future.
- Read through the points in the 'What you must do' section on the focus page. Make sure learners understand what the points are about and why they need to be assessed. Refer to the activity about these points in the previous theme (pages 1:21–1:22).
- Set the scene for working as a team. When do learners do this in their workplace?
- How would the information about team work be amassed? Could any of it be used as evidence? What sort of evidence will be appropriate? Encourage learners to think creatively about this. List their ideas on the board/flipchart.
- Look at the title for the element. What clues does it give as to the information needed to achieve it?
- Use the skills practised in the previous focus page to analyse the points. What information is required?
- List the evidence to be collected or make an action plan.
- Practise rewording the points as part of the oral evidence for an assessor.
 - Read out an item from the list in a 'What you must know' section and ask learners to highlight the part of the sentence that would begin an answer.
 - Give examples as necessary and role-play if required (i.e. you ask assessor questions based on the points from the 'What you must do section', which the learner answers).

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

Curric. refs	NOS/NVQ	Key Skills
Rw/L2.1	N/A	C2.2
Wt/L2.2		C2.3
Wt/L2.4		
SLlr/L2.3		

Task 1 4

Write evidence statements

Wt/L2.4

Wt/L2.2

Rt/L2.1

SLlr/L2.3

- Remind learners of the work done on the focus page.
- Set the scene of a vegetable preparation area.
- Check learners’ understanding of the purpose of each point in the ‘What you must do’ section. What is the point about? What do you do in the workplace that matches what is described in the point?

- Play the audio clip, asking learners to listen out for things that the commis chef says that matches what they have read in the ‘What you must do’ section.
- Discuss which words they will change to the past tense.
- In pairs, get learners to role-play assessor/trainee and ask/answer questions to cover each point.

If the learner has difficulty

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

Extension

Give learners another unit to reword and explain to a colleague.

Task 2

Identify evidence

Rw/L2.1

Wt/L2.2

Wt/L2.4

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

If the learner has difficulty

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

Extension

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

Theme assessment

Check the witness statement in the Source material against the 'What you must do' section of '1DS2.1 Prepare and serve drinks to see that everything is covered'.

Evidence for NVQ

Focus

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

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

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

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

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

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

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

Unit 1GEN4

Element 1Gen4.2

Support the work of your team

What you must do

To meet the national standard you must:

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

What you must know

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

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

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

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

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

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

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

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

Evidence for NVQ

Task



Task 1

4

The commis chef has asked you to prepare some potatoes to be used as duchess potatoes for both lunchtime and evening meals. About 20 covers are expected at each session.

- 1 Listen to what the commis chef says.
- 2 Complete the following sentences, which say what has been done to cover all the points.
 - a I got about 20 large old potatoes. I c_____ that they had no green parts or mould.
 - b I c_____ the tools I needed. I g_____ the potato peeler and potato knife ready as well as the vegetable chopping board.
 - c I w_____ and p_____ the potatoes before I r_____ them. Then I c_____ them into even-sized pieces. I c_____ the potatoes in lightly salted water.
- 3 Explain each of your written answers to a friend as if explaining them to an assessor.

Task 2

Unit 2FC7 Cook and finish basic vegetable dishes

This unit is about preparing vegetables for use in cooked or uncooked dishes

Element 2FC7.1

Cook and finish basic vegetable dishes

What you must do

To meet the national standard you must:

1. check the **vegetables** meet dish requirements
2. choose and use tools and equipment correctly
3. combine the **vegetables** with other ingredients ready for cooking

4. **cook** the **vegetables** to meet the requirements of the dish
5. make sure the dish has the correct flavour, colour, consistency and quantity
6. finish the dish to meet requirements
7. make sure the dish is the correct temperature for holding and serving
8. safely store any cooked vegetables not for immediate use

Make a list of all the types of evidence you could collect for point 8: 'safely store any cooked vegetables not for immediate use'.

Tip

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

Check it

Please note that copies of the following pages of Source material are needed:
0:03, 0:06, 0:07

5. PAY

Pay on commencement of the probationary period will be at a basic rate of £8500 per annum, rising to £9000 per annum, on successful completion of probation, paid into the employees designated bank/building society account. The normal payment day is the last day of each month. If this falls at a weekend, payment will be made on the following Monday or the next working day in the case of public holidays.

1 Read this section of a contract of employment. What does 'designated' mean?

- A not signed
- B chosen
- C designed
- D local

Rw/L1.2; Rw/L1.3

2 If the last day of the month is Saturday, which day is pay day?

- A the last day of the month
- B Bank Holiday Monday
- C the Friday before
- D the next Monday, unless it is a public holiday

Rt/L1.1

3 Look at the Contents page from the staff handbook in the Source material (page 0:06). Your boss has suggested that you will soon be ready for promotion. Which page of the handbook should you look at to find out more?

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

Rt/L1.4; Rt/L1.5

4 Look at the Organisation chart in the Source material (page 0:07). Who is the Chef de partie directly responsible to?

- A Sous chef
- B Commis chef
- C Restaurant supervisor
- D Conference and events supervisor

Rt/L1.4

5 Who are the Breakfast cooks responsible to?

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

Rt/L1.4

- 6 Fran works 35 hours a week. She is paid £4.50 an hour.
What is her weekly wage before tax and insurance deductions?
- A £157.50
 - B £15.75
 - C £122.50
 - D £175.00

MSS1/L1.1

- 7 How much does Fran earn every year?
- A £1890
 - B £8190
 - C £81,900
 - D £9180

MSS1/L1.1

3. About the accident

Say when it happened.
Date 2/10/2005 Time 12.35

Say where it happened. Kitchen

Describe how it happened and any injury caused.
The oil in the pan was being heated ready to cook the fries.
Mel Jones reached over it to get another pan from the shelf.
He knocked the hot pan and the oil splashed on his arm.
It splashed all over my new trousers too - I was really angry!

Sign and date the record.
Signature K Gough
Date 3/10/2005

- 8 Which of these sentences should not be in the accident report?
- A *The oil in the pan was being heated ready to cook the fries.*
 - B *Mel Jones reached over it to get another pan from the shelf.*
 - C *He knocked the hot pan and the oil splashed on his arm.*
 - D *It splashed all over my new trousers too - I was really angry!*

Rt/L1.1

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

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

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

Rt/L1.2

10 Look at the Guidelines regarding food served to specific religious groups in the Source material (page 0:03). How many times is the word 'alcohol' mentioned?

- A 1
- B 2
- C 3
- D 4

Rt/L1.5

Audio

PAGE 1:13

What should I do?

Focus page 1

Right, team. It's a busy shift again today so I want you all on the ball. The summer menu has been in operation for a week now so you should all know what your jobs are. Bob, the veg today is mange tout, French beans and chicory; fish is sole and salmon and we'll need a velouté and a salsa verde. Oh, mustn't forget the potatoes – pommes nouvelles and rosti, s'il vous plaît. Anybody need to know more?

PAGE 1:14

Tasks 1 and 2 2

If you are asked to use the deep fat fryer, it is important to follow some basic rules. First, make sure the fryers are only half filled with fat or oil. When you begin frying, never put too much food in at a time and if you are frying moist foods such as potatoes you should always dry them before frying them so that they don't splash you with hot oil. Always put food in the fryer away from you but don't roll your sleeves up, however hot you get. Every time you finish frying, let the oil cool before you strain it.

Task 3 3

Now, you are going to be carving the chickens at the table so I want you to practise doing it professionally.

Before you start, make sure that the bird has rested for 15 minutes. The juices will keep the flesh moist and the fibres will relax and make it easier to carve. Use a carving fork to steady the body when you cut. Like this.

Make the first cut by inserting a sharp knife between the leg and the body and removing the thigh and drumstick in one piece.

When you have done that, remove the wing on the same side.

Thirdly, slice the breast neatly.

Repeat the last three steps on the other side of the bird.

Finally, divide each drumstick and thigh by cutting through the joint so you have two leg portions. OK?

PAGE 1:24

Evidence for NVQ

Task 1 4

Right. We're doing boiled potatoes at lunch time and tonight, so I want you to choose enough potatoes for about 40 people – about 20 large ones should do. Check that they have no green skin or mould on them. Remember to get a potato peeler and potato knife as well as a vegetable chopping board. Wash and peel the potatoes before you rewash them and cut them into even-sized pieces.

Answers

PAGES 1:1–1:2

Your role in your organisation

Task 1

- consumables – things that get used up and have to be replaced
 - laid down – written, set out
 - refuse – rubbish
- as required
- clean, store

Task 2

- True
- True
- False
- False
- True
- True
- True
- False

Task 3

You may have written something like this:

HOLIDAYS

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

You are allowed ___ hours off every year.

If you start work part way through the holiday year, your holiday hours will be reduced in proportion.

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

When you hand in your notice, you will get pay for any holiday hours that you have not used. If you have already used too many holiday hours, money will be taken away from your last wages.

PAGES 1:3–1:4

Finding the information you need

Task 1

- The Last Resort Hotel, Restaurant and Conference Centre Kitchen Staff Handbook
- Section 2
- 8

- Cleaning schedules
- no
- When instructions tell you to wipe off the product after use
- never
- Bleach solutions must be changed at least every 12 hours
- Clean as you go. If you spill some food, clear it up immediately and then clean the surface thoroughly.
- A suitable sanitiser

PAGES 1:5–1:6

Reading information

Task 1

Foods that should not be served to vegetarians and vegans

Task 2

- no
- no
- ovo vegetarians and vegans

Task 3

- Cauliflower cheese and cream of green pea soup
- None of the recipes

PAGES 1:7–1:8

Entitlement

Task 1

You may have written something like:

- The Working time regulations
- The regulations to do with how long a worker can work.
- The answer to this question will vary from person to person. These are just some examples:
 - What is the limit to the number of hours a week I can work?
 - How can I get out of working more than 48 hours a week?
 - What do I have to do if I want to work more than 48 hours a week?

Task 2

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

Task 3

You may have written something like this:

You must sign a written agreement if you want to work more than 48 hours a week. This written agreement is called an opt-out agreement. The agreement means you have decided to work over the 48-hour limit when you are asked to.

PAGES 1:9–1:12**Understanding different layouts****Task 1**

- 1 Contents page from the staff handbook
- 2 Organisational chart
- 3 Function instruction sheet
- 4 Lunch menu extract
- 5 Duty rota

Task 2

- 1 Suitable for vegetarians
- 2 Contains nuts
- 3 a Health and Safety
b Pension scheme
c Salaries
d Organisation chart
- 4 Head chef and Restaurant manager
- 5 22
- 6 Joanna
- 7 Coffee

Task 3

- 1 Fire alarms in rooms
- 2 Waldorf
- 3 Page 13
- 4 Diagram 4
- 5 Sous Chef and Breakfast Cook
- 6 Things to do to prevent infestations
- 7 You should not overload baking trays, roasting tins or ovens.

8 5

9 Cut off the top and root end.

10 84

11 Page 23

12 French fries or jacket potatoes, and vegetables or green side salad and coleslaw

PAGES 1:13–1:14**What should I do?****Task 1**

- 1 Make sure the fryers are only half filled with fat or oil.
- 2 Always dry moist foods such as potatoes before frying them.
- 3 Always put food in the fryer away from you.
- 4 Each time you finish frying, let the oil cool before you strain it.

Task 2

- 1 Never put too much food in at a time.
- 2 Don't roll your sleeves up however hot you get.

Task 3

- 1 Make sure that the bird has rested for 15 minutes.
- 2 Use a carving fork to steady the body.
- 3 Insert a sharp knife between the leg and the body and remove the thigh and drumstick in one piece.
- 4 Remove the wing on the same side.
- 5 Slice the breast.
- 6 Repeat the last three steps on the other side of the bird.
- 7 Divide each drumstick and thigh by cutting through the joint so you have two leg portions.

PAGES 1:15–1:16**Safety equipment information****Focus page**

Signs and symbols help you to find key information quickly. They also illustrate the written information to make it clearer. They are easier to spot in an emergency.

Task 1

- 1 Do not
- 2 False – you can also use carbon dioxide
- 3 At the base of the fire
- 4 Wet chemical
- 5 Electricity
- 6 True
- 7 In confined spaces
- 8 Foam
- 9 When the extinguisher is empty

PAGES 1:17–1:18**Accident report forms****Task 1**

Details to be included in Part 3 of the form are:

Date of the accident

A short description of how it happened

The injury caused

The time the accident happened

Where the accident happened

Task 2

I was walking towards the dessert fridge. Ben was walking towards me carrying a fish kettle and a colander. All of a sudden his legs went from underneath him. He landed hard on his left arm. I told him that I thought it was broken, but fortunately it was not. I was quite worried about him. I did not see exactly what he slipped on, but the floor tiles seemed to be wet in places. It was definitely not his fault – he was being careful. I suspect that someone had spilt some milk or something and forgot to leave the wet floor sign out after cleaning it up. Either that or some oil or fat had got on the floor. The head chef told him to go to hospital to get it checked out. I expect he'll have a lot of bruises.

Task 3

You may have written something like this:

I slipped on some water or something greasy on the floor. I went down heavily onto my left wrist. I went to Casualty to get it checked out. It turned out to be badly sprained.

PAGES 1:19–1:20**Wages****Focus page – Try this:**

Sam works $7\frac{1}{2}$ hours (7.5) per day for 3 days, so she works 22.5 hours per week ($7.5 \times 3 = 22.5$)

The minimum wage for a 21-year-old is £4.25 per hour.

22.5 hours work at £4.25 per hour earns a Sam a gross weekly wage of $22.5 \times £4.25 = £95.63$

Task 1

- a Pay per week = $37 \times £4.25 = £157.25$
Pay per year = $£157.25 \times 52 = £8177.00$
- b Pay per week = $37 \times £5.05 = £186.85$
Pay per year = $£186.85 \times 52 = £9716.20$
- c Pay per week = $37 \times £3.00 = £111.00$
Pay per year = $£111.00 \times 52 = £5772.00$

Task 2

Greg worked **38.5 hours** ($7.5 + 7.5 + 7.5 + 7.5 + 8.5 = 38.5$)

His **gross pay** should be **£196.35** ($38.5 \text{ hours} \times £5.10$)

His **net pay** should be **£169.09** ($£196.35 - £27.26$)

They have forgotten to add in the extra hour he worked this week.

McConnell's PLC		W/E 28/10/05	
NAME Greg Wallasey		Tax Code: 489L	
WORKS/DEPT No 3229		Tax Week: 30	
GROSS WAGES TO DATE	TAX DEDUCTED TO DATE	PAY	
5583.37	461.62	STANDARD HRS 37.5 @ £5.10	
DEDUCTIONS CO. PENSION	£	p	
INCOME TAX	16	54	
NATIONAL INSURANCE	10	72	
OTHER			
TOTAL DEDUCTIONS	27	26	
		OVERTIME HRS @	
		BONUS, SICK PAY S.M.P.	
		GROSS	
		DEDUCTIONS	
		NET	
		£	p
		191	25
		196	35
		196	35
		169	09

PAGES 1:21–1:22**What is an NVQ?****Task 1**

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

evidence – proof

competence – skill, ability

standard – a level of competence
 mandatory – compulsory, essential
 optional – possible, chosen
 portfolio – collection, file
 simulation – something that is like real life –
 a pretend situation or mock up
 verification – proof, confirmation
 range – extent, different situations in which a person
 may be expected to perform competently

Task 2

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

Task 3

You may have written something like this:

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

PAGES 1:23–1:24

Evidence for NVQ

Task 1

- a I got about 20 large old potatoes. I checked that they had no green parts or mould.
- b I chose the tools I needed. I got the potato peeler and potato knife ready as well as the vegetable chopping board.
- c I washed and peeled the potatoes before I rewashed them. Then I cut them into even-sized pieces. I cooked the potatoes in lightly salted water.

Task 2

You may have written something like this:

- 1 Photographs of some correctly stored cooked vegetables.
- 2 A personal written statement.
- 3 A statement from an observer such as a supervisor.
- 4 Copies of pages from the internet/intranet where you looked for information on how to store cooked vegetables.
- 5 References to books where you looked for information on storing cooked vegetables.
- 6 Copies of workplace policies/procedures.

Check it

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

