The work environment Introduction to Module 1

New entrants to the horticulture sector, especially those who work for local authorities or large businesses, will usually complete an induction process. During this time they will receive a lot of information covering health and safety, policies and procedures specific to their own organisation, and their own job role. It is vital that workers can access and understand this information, not only during the induction period, but throughout their employment as specific needs arise and in order to update their knowledge or check their employment terms and conditions.

In this module teachers and learners will look at a range of strategies for reading and understanding a wide range of written information including:

- health and safety
- policies and procedures
- appraisal
- working with others.

There is also some numeracy work related to understanding and calculating wages.

The information used for this module is generic to a range of horticultural settings, though it is understood that many smaller businesses have less formal systems of induction. It is important that learners are encouraged to apply the skills and strategies developed here to material in their own workplace setting.

Skills checklist

Every workplace has its own ways of working. You need to make sure you understand what is expected of you and what your role is. The working environment includes the people you work with and the systems you have to use.

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

Skills for the work environment	Now	Later
Understanding health and safety information		
Understanding risk assessment		
How to complete an accident report		
How to make use of induction materials		
Confident to communicate with a range of people at work		
How to calculate your wages		
Make the best use of appraisal		

PAGES 1:1–1:2

Health and safety (1)

Both amenity and production horticulture sites have many safety signs. These include general signs for all staff and visitors and many other more specific signs that are displayed in different work areas, such as chemical stores, or near machinery. Knowing the standard format for different types of sign will help learners to interpret these signs effectively, for example knowing that some signs are warnings and others are prohibition signs, and that these can be distinguished by shape and colour. The symbols used on COSHH signs are particularly important for horticulture, and learners need to know what they mean. This will also contribute to underpinning knowledge for CU2 of the standards: *Monitor and maintain health and safety*.

Materials

Examples of safety signs from the workplace, including signs with COSHH symbols

Cards with a wide range of safety signs and symbols used in horticulture

A site plan on OHT/Powerpoint (this may be a nursery, commercial production, amenity or recreational site)

(Colour copies of Learner materials may be necessary)

Learning outcomes

1 To know that the shape and colour of signs indicate their purpose (focus page, Tasks 1 and 2)

2 To interpret a range of symbols (focus page, Tasks 1 and 2)

3 To understand the language associated with safety signs (focus page, Tasks 1 and 2)

Introduction

- Show learners signs from the workplace or within the learning environment and ask for their meanings; include examples of different types of sign. Ask learners to identify on the site plan where they might find these signs.
- Using sets of cards in small groups, ask learners to sort the signs into different types by colour and shape. Ask the group to name each category. (Note: it is important that learners know the purpose of the categories, though not necessarily the correct terminology at this stage.)

Focus page

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

Curric. refs	NOS	Key Skills
Rt/E3.9 Rw/L1.3	CU2	C1.2

Task 1

Identify types of signs by shape
Rw/L1.3

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

If the learner has difficulty

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

Extension

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

Task 2

Recognise the symbols used on COSHH signs and understand their meaning
Rt/E3.9
Rw/L1.3

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

If the learner has difficulty

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

Extension

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

Theme assessment

Learners complete an audit of their own workplace to identify where safety signs and symbols are placed, and add any that they think may be appropriate.

Health and safety (1)

Focus

Signs and symbols

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

Signs

Warning
- Risk of danger or hazard

Prohibition
- Stop
- Do not
- Must not
- No

Blue

Mandatory
- Must obey

Green

Safe condition
- Information about safe conditions

Safety signs use **symbols**.

What do these symbols mean to you?

Match the symbols to the signs.

WASH HANDS

Some signs just use symbols, but others include an explanation of the sign, often written in capital letters.

Symbols

COSHH symbols are found on labels of hazardous substances. They warn you about a particular type of hazard.

The symbols are usually on an orange square but can be on a diamond shape.

IRRITANT

The word below the symbol indicates the type of hazard.

Here are the other words you might come across on labels:

CORROSIVE	HARMFUL
TOXIC	EXPLOSIVE
FLAMMABLE	OXIDISING

Can you identify which words go with these symbols?

Think of some more examples of **signs** and **symbols** from your place of work.

Health and safety (1)

Task

The standard system of safety signs and symbols used at work draws your attention to objects and situations that could affect your safety or health.

REMINDER!

The **four types of sign** are: Safe condition, Warning, Prohibition, Mandatory.

Write the **meanings** in your own words.

Task 1

You can recognise signs from the shape.

Write the type of sign, the colour and the general meaning of each sign.

1

Type: _____

Colour: _____

Meaning: _____

_____

2

Type: _____

Colour: _____

Meaning: _____

_____

3

Type: _____

Colour: _____

Meaning: _____

_____

4

Type: _____

Colour: _____

Meaning: _____

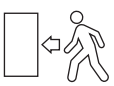
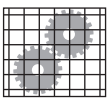
_____

Task 2

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

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

Meaning of sign	Shape number	Matching symbol
Stop machine before removing guards		
Danger, electricity		
No admittance		
Fire exit		

a b c  d 

1 2 3 4

PAGES 1:3–1:4

Health and safety (2)

Workers on any site should be encouraged to assess personally the risk of working in particular settings or on particular jobs. At this level, learners will not be recording risk assessment information but should be able to read and understand it. The purpose of this focus page is to point out principles of risk assessment so that learners can access risk assessment information for themselves and take responsibility for their own health and safety.

Materials

Examples of risk assessments from a range of workplace settings

Accident statistics

Case studies from Health and Safety Executive (HSE) safety information leaflets

Safety video (if available)

Learning outcomes

1 To read and understand risk assessment information (focus page, Tasks 1–3)

2 To access information in a tabular format (focus page, Tasks 1–3)

Introduction

- Ask learners what is meant by a hazard. Define this word as a group. Establish 'hazard' as something that *could* cause a problem.
- Ask the group what is meant by the expression 'at risk'? Who might be at risk in their workplace?
- Show some accident statistics and case studies from HSE safety information leaflets or show a safety video (if available). Ask what can be done at work to prevent accidents happening. Lead the group towards the idea of risk assessment and safe working methods for different jobs.

Focus pages

- Use the risk assessment on the focus page as an example. Go through the step-by-step process of risk assessment. Make sure learners see the links between identifying the hazard and defining safe methods of work – it is a question-and-answer process. Emphasise the use of the tabular format to do this and check that learners can use this format effectively.
- Give small groups different risk scenarios, such as working near water, working in public places, working on the roadside or near railway lines, block laying. Ask them to list the hazards, say who is most at risk and think about some safe solutions. They can then report back to the group and discuss.

Curric. refs	NOS	Key Skills
Rt/L1.4	CU2	C1.2
Rt/L1.5		
HD1/E2.1		
Wt/L1.1		
Wt/L1.5		

Task 1

Understand a risk assessment
Rt/L1.4
Rt/L1.5
HD1/E2.1

- Direct learners toward the risk assessment on the focus page.
- Remind them how to use the tabular layout to link information about a particular hazard by working across the table.
- Learners will need to read the information carefully in order to answer the questions.

If the learner has difficulty

- Read the questions one at a time with the learner.
- Remind them to use the headings in the table and clue words to locate information. Help them to decide on the clue words (e.g. public).
- Re-word questions as needed.

Extension

Learners can look on the Internet for health and safety information about risk assessment. Think about alternative layouts for risk assessment forms.

Task 2

Continue a risk assessment table
Rt/L1.4
Wt/L1.5
HD1/E2.1

- Remind learners that the purpose of identifying hazards is to find a safe way to deal with them. This table gives the hazards; learners must find solutions using the information on the page. (There is more than one solution for each hazard.)

If the learner has difficulty

- Tackle the hazards with the learner one at a time and ask direct questions. Encourage learners to cross out the safe methods as they are used, to reduce the number of options.
- Alternatively, look at each safe method in turn to decide where to place it.

Extension

Ask learners to think of any other safe methods that may help with these hazards.

Task 3

Complete a risk assessment based on own experience
Wt/L1.1
Wt/L1.5

- Ask learners to think of other hazards they are aware of in their workplace. They can then use the three-step process shown on the focus page to record the hazards, people at risk and safe working methods that can be used to reduce the risk.

If the learner has difficulty

- Talk the learner through the task one step at a time. Support should be given to record this if writing is a barrier to thinking.
- Spelling is not important for this task as long as the meaning is clear and the process understood.

Extension

Encourage learners to discuss areas of risk and their own ideas for safe methods of working.

Walking around the site and identifying hazards and areas of risk will illustrate the process of risk assessment further.

Theme assessment

Ask learners to think about risk assessment for a particular setting, for example a nature trail for a particular client group, such as people with hearing impairment or physical disability, or children. What additional problems might there be for these groups of people and how can these problems be addressed? As a group, develop a risk assessment table.

Health and safety (2)

Focus

Risk assessment

Employers carry out formal risk assessments and write down safe working methods or method statements. You should carry out a risk assessment for yourself every time you start a job.

There are three main steps in performing a risk assessment.

Step 1

Look for the **hazards**.

Look for things that can cause harm or areas where accidents are more likely to happen.

Step 2

Think about **who is at risk** from this hazard. Is it everyone or only workers doing one particular job?

Are members of the public at risk?

Step 3

What can be done to reduce the risk? Is there a safe method of working that will help to prevent accidents?

Who is responsible for carrying out these safety precautions?

If you are looking for a particular hazard, scan down the hazard column to find the one you are looking for.

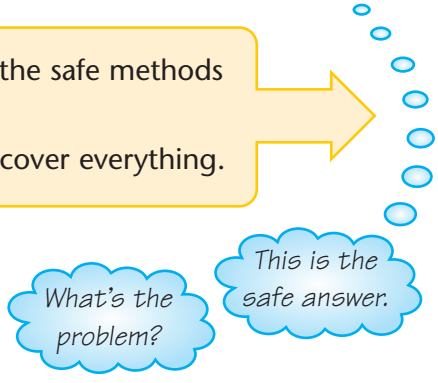
Risk assessment – working near water

Hazard	At risk	Controls/Safe methods
Drowning	All employees working on or near the water's edge.	Assessment of water and bank conditions before work begins. Lifelines, lifejackets, buoyancy aids, boat cover and emergency procedures must be set up. Work overseen by a Grounds Maintenance Supervisor. Only good swimmers to work on or close to the water's edge.
Hypothermia	All employees working on or near the water's edge. Particularly where they are exposed to cold water.	Waterproof clothing. Additional breaks for hot drinks. Stop if judgement seems affected.
Injury from slips, trips and falls	All employees. Members of the public.	Provide a safe walkway away from the water's edge. Keep walkway clear of obstructions. Put up warning and information signs.

Track across the row from left to right to find the safe methods you need to deal with a hazard.

Read the methods carefully to make sure you cover everything.

Risk assessment is all about questions and answers.



Health and safety (2)

Task

There can be dangers wherever you are working and whatever job you are doing. Risk assessment is all about identifying hazards and thinking of safe solutions.

Task 1

Use the risk assessment on the focus page to find answers to the following questions. Follow the rows and columns to track down the information you need.

1 Which hazard may put members of the public at risk?

2 What has to be assessed before work can start?

3 Who is **particularly** at risk from hypothermia?

4 What sort of clothing could reduce the risk of hypothermia?

Use clues in words to help you match hazards to safe methods, e.g. 'noise' and 'hearing'.

Task 2

Match the safe methods on the right to the hazards to complete this general risk assessment table.

Risk assessment		
Hazard	**At risk**	**Controls/Safe methods**
Manual handling	All operatives	Provide training for safe lifting and handling techniques.
Electricity	All operatives working with machinery	
Noise	All operatives working with machinery	
Slips, trips and falls	All operatives	

Inspect all leads and plugs regularly.

Avoid twisting the body when lifting.

Be aware of protruding items of machinery.

Keep area clear of unnecessary items that might cause trips or slips.

Only trained persons should carry out electrical repairs.

Wear suitable hearing protection when working with machines.

Hearing protection zones should be marked.

Suitable gloves to be worn for handling sharp or abrasive material.

Task 3

Think of another hazard related to your workplace. Complete the risk assessment for this hazard.

You can find more information at this website: www.hse.gov.uk

Rt/L1.4; HD1/E2.1; Rt/L1.5; Wt/L1.1; Wt/L1.5

PAGES 1:5–1:6

Health and safety (3)

All accidents, incidents and 'near misses' in the workplace should be reported. This is the responsibility of the employer or site manager. Serious accidents and accidents that result in more than 3 days' absence must be reported to the HSE. Less serious occurrences may be reported and recorded in different ways in different settings, often by means of an accident book.

Trainees and employees in horticulture should be aware of the reporting system and should be able to: a) report accidents verbally; b) understand the documentation used to record accidents. It is important that trainees/employees are clear, accurate and factual about any accident they have to report.

Materials

RIDDOR leaflets from HSE

RIDDOR Accident Report Forms (available from www.riddor.gov.uk)

Examples of other accident reporting forms and documents from the workplace

Audio equipment

Learning outcomes

1 To read and understand a RIDDOR form (focus page)
2 To complete part of the RIDDOR form to describe an incident (focus page, Task 3)
3 To recognise the difference between fact and opinion (Tasks 1 and 3)
4 To record events in a logical sequence (Tasks 2 and 3)

Introduction

- Ask the group what RIDDOR stands for. The initial letters that make up the acronym give the clue that it is about reporting accidents and incidents at work.
- Look at RIDDOR leaflets and jot down what must be reported under RIDDOR regulations. There are four main categories.
- Ask, *What is a major injury?* (These are listed on the HSE website.) Give examples of different injuries and ask learners to decide whether they would be classified as major or minor injuries.
- Discuss with the group how both types of accident are reported and recorded in their own workplaces.

Focus page

- Learners will find it useful to have copies of the RIDDOR forms to refer to.
- Refer to the two pages of the RIDDOR form illustrated on the focus page. Remind learners of the skills used on the focus page on risk assessment (page 1): reading the form, following instructions, accuracy and detail.
- Draw attention to Part G, which is the most demanding aspect of the form, requiring good thinking and writing skills. Learners need to produce an accurate, detailed and properly sequenced record of what actually happened. Strategies may include making brief notes, talking it through with each other, having a checklist to include: what happened before the accident; the accident itself; action taken after the accident.
- Ask learners to read the description of Mrs Matthews' accident on the focus page and split it into these three sections. Ask learners to give their opinions about the accident. *What might have caused it? Why did it happen?* Highlight the differences between learners' opinions and the facts on the page.

Curric. refs	NOS	Key Skills
SLlr/L2.1	CU2	C2.1a
Rt/L2.3		C2.2
Wt/L1.3		C2.3
Wt/L1.2		

Task 1 1

Listen to a description of an accident and decide which information is not relevant
SLlr/L2.1
Rt/L2.3

- Remind learners of the need to keep to the facts when reporting accidents; they should not include opinions or information that is not relevant.
- Explain that they have to delete any information in the given text that would *not* be written on the accident report.
- Play the audio once for gist. Play it again so learners can pick out details, and a final time to confirm their findings.

If the learner has difficulty

- For learners who have difficulty it may be useful to turn the task around and use a highlighter pen to highlight information that definitely needs to go into the report. They can then make decisions about the remaining information.
- Discuss any unknown language or words with learners as they complete the task.

Extension

- There may be some differences of opinion about what should be deleted and what should stay in the report. Learners can discuss this.
- Ask learners to note down causes of similar accidents and ways to avoid them.

Task 2

Sort the information from Task 1 into a logical sequence
Wt/L1.3

- Make sure that the answers from Task 1 have been checked and agreed.
- Explain that reports make more sense if they are sequenced to show the correct order of events.
- Learners can use the headings provided and the audio script from Task 1 to write down the sequence of events using their own words.

If the learner has difficulty

- Extract the information from Task 1 onto sticky notes for learners to sort into order using the headings given.
- Discuss any unknown language or words with learners as they complete the task.

Extension

- Learners can discuss answers with a partner to agree the sequence of events.
- Encourage learners to think about any additional information that is needed for the report.

Task 3 2

Listen to another version of the report and add any additional details to their written report
SLlr/L2.1
Rt/L2.3
Wt/L1.2

- Check answers for Task 2 before completing this task.
- Make sure learners have a copy of the RIDDOR form each.
- Ask learners if they feel there are any gaps in the report. *Are more details required that would not be on the form already? What questions would a Health and Safety Officer ask?*
- Listen to the audio clip as many times as needed to pick out and record extra details.
- Complete the report on Part G of the RIDDOR form.

If the learner has difficulty

- It is important that the information completed in Task 2 is correct. Support learners to listen to information one section at a time – before, during and after – and add the information that is needed.
- Dyslexic learners may need support to complete this task. Discuss the scenario and the additional information so that the learner is clear in their mind about the incident. Do not ask them to write anything until they are clear about the sequence of events. Use sticky notes to help organise thoughts.

Extension

Learners can get more practice by recording an accident that they have experienced or use an incident from a video.

Theme assessment

Once all the tasks and extension activities in this section have been completed, devise a health and safety quiz to check that learners can read and understand a range of health and safety signs and written information.

A further accident scenario could also be used as a point for discussion about risk assessment, safe working practices and recording accidents.

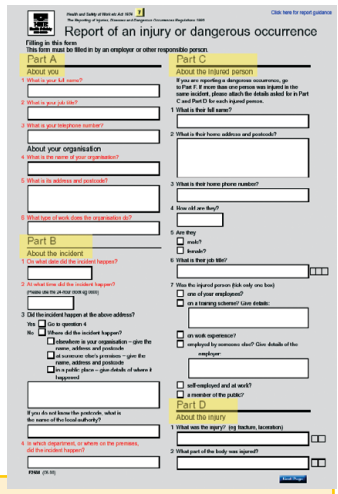
Health and safety (3)

Focus

RIDDOR

RIDDOR stands for the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. If you are involved in an accident or 'near miss' at work, you may have to give details to your manager **or** you may be asked to fill in an accident report form as a witness or as an injured person.

These forms can be complicated. They must be read very carefully.


Report of an injury or dangerous occurrence

Part A About you

Part B About the incident

Part C About the injured person

Part D About the injury

Page 1 of the report form has four parts.

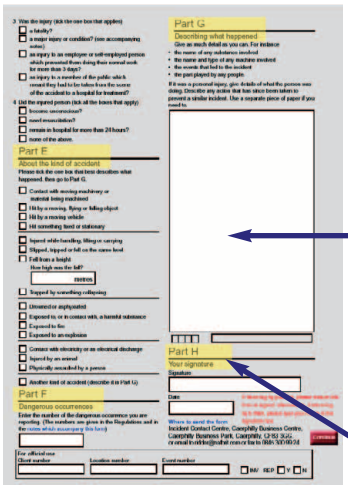
Part A is about the person completing the form. This is usually the employer or supervisor.

Part B is about the details of the accident. When it happened and where it happened. Precise details are needed here.

Part C is about the injured person. This may be you, a colleague or a member of the public. These details must also be accurate.

Part D asks for precise information about the injury and the treatment needed.

Each part can be completed by answering the questions and ticking boxes where appropriate.


Part E About this kind of accident

Part F Dangerous occurrences

Part G Describing what happened

Part H Your signature

Page 2 of the report form has precise questions about the the kind of accident.

You use the tick boxes and empty boxes to answer these questions.

Part G

You must describe what happened in detail. In this section you must:

- be clear about what happened
- keep to the facts
- keep the facts in order
- include all relevant details.

Part H asks for a signature. Read **everything** before you sign **anything**.

Part G

The plants had just been watered in one of the greenhouses as identified in Part B. There were warning signs up along the path and the path was still wet in patches.

Mrs Matthews was walking along the path when she slipped on some wet leaves and fell over. She was very shaken and she complained of pain in her left leg. She thought she may have broken it. Mrs Matthews was given treatment for shock by Gareth Evans who has a current First Aid at Work Certificate while Josef Peplinski phoned for an ambulance. The ambulance arrived after 15 minutes and took Mrs Matthews to hospital. She was treated for a fractured ankle and discharged the same day.

Health and safety (3)

Task

When reporting or recording an accident, you must stick to the facts and keep them in the correct order.

Task 1

1

Listen to this description of an accident. Cross out any information that is **not** needed.

Poor bloke. They put him in one of those stretcher things and they took him off to Townsend General. They say he's done something to his eyes – not sure.

We'd only been talking a couple of minutes earlier. He was telling me about the match at the weekend. He's an addict he is – never misses a match.

We were spraying in greenhouse 6. Fred was measuring out the concentrate. One minute he's just pouring it out, whistling away like he does – next minute some of the liquid has splashed into his face. Fred was yelling in pain and couldn't open his eyes. I thought he was going to faint, but he didn't. You could see he was in pain. Tom got the eye wash and used it on Fred's eyes. I phoned for an ambulance. It's a shame because we were doing great on this job. We had nearly finished. The odd thing was that the Manager had just reminded us about the safety procedures for diluting concentrates the day before.

He'll be really sorry if he can't get to the match next weekend.

Take out any information that is not about the accident or is just a matter of opinion.

Task 2

Check that you have the correct facts. Re-write them in order using these headings.

Before the accident: _____

_____

The accident: _____

_____

After the accident: _____

You may have to change the wording to make it more suitable for a report.

Task 3

2

Listen to Tom's description of the accident. Check that everything has been included. Add any information you want to. Re-write the full report onto Part G of the RIDDOR form.

Compare Tom's report with the first report to see what important information he has added.

SLlr/L2.1; Rt/L2.3; Rt/L1.3; Wt/L1.3; Wt/L1.2

PAGES 1:7–1:8
Induction

New employees are given a lot of information to read during the induction stage of their employment. This particularly applies to people working in large organisations. Reading and understanding this complicated information can be a problem. This section highlights reading techniques that can be used to access the information.

Materials

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

Job description from the Source material (0:01)

Copies of the health and safety text on the task page (1:8) and highlighter pens

Learning outcomes

1 To use a range of reading techniques, including scanning and detailed reading to find information and read difficult text (focus page, Tasks 1 and 2)

Introduction

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

Focus page

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

Curric. refs	NOS	Key Skills
Rt/L1.3	CU5	C1.2
Rt/L1.5	CU2	
Rt/L2.7		

Task 1

Put text into own words to clarify understanding
Rt/L1.3
Rt/L1.5

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

If the learner has difficulty

- Support learners to read through the whole text and talk about the gist. Highlight words such as 'risk' and 'tetanus' that will help identify key points.
- Take each point separately. Read it aloud together. Verbalising can further aid comprehension.
- Words such as 'periodic', 'eliminated', 'urged' and 'jeopardised' can be understood from the context or by looking them up.
- For dyslexic learners and learners with other language difficulties, work out key points cut out from the passage or written on cards. Learners not at this level should be given additional support. Refer to *Skills for Life* materials for extra work on reading.

Extension

Duplicate the activity using other workplace documents.

Task 2

Extract information from a job description in the Source material
Rt/L2.7

- Remind learners of the reading techniques practised on the focus page. Reinforce the idea that it is helpful to get the general gist first. The material then needs to be read more carefully.
- Complex text may need to be read several times, sentence by sentence.

If the learner has difficulty

- Use similar techniques as for Task 1.
- If learners continue to have difficulty, refer them to *Skills for Life* materials for extra reading activities.

Extension

- Ask learners if they know their own job description. Does it describe their work responsibilities?
- Ask learners to identify what might be different about their supervisor's job description. Then ask them to make up a job description for their supervisor.

Theme assessment

Ask learners to use the same reading techniques to find specific units in their NVQ portfolio and to interpret performance criteria. Can they translate these descriptions into everyday tasks that they are familiar with? (e.g. Unit L4 – Establish and maintain decorative amenity areas).

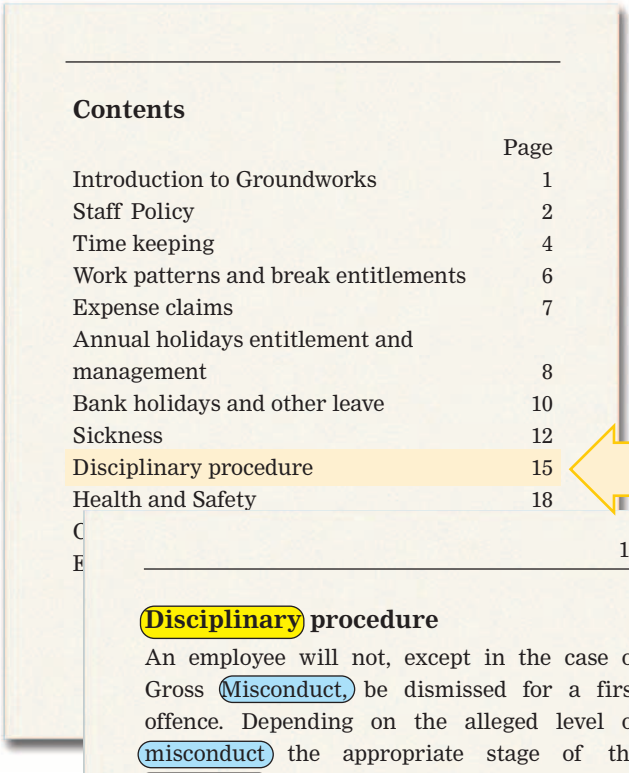
Induction

Focus

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

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

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



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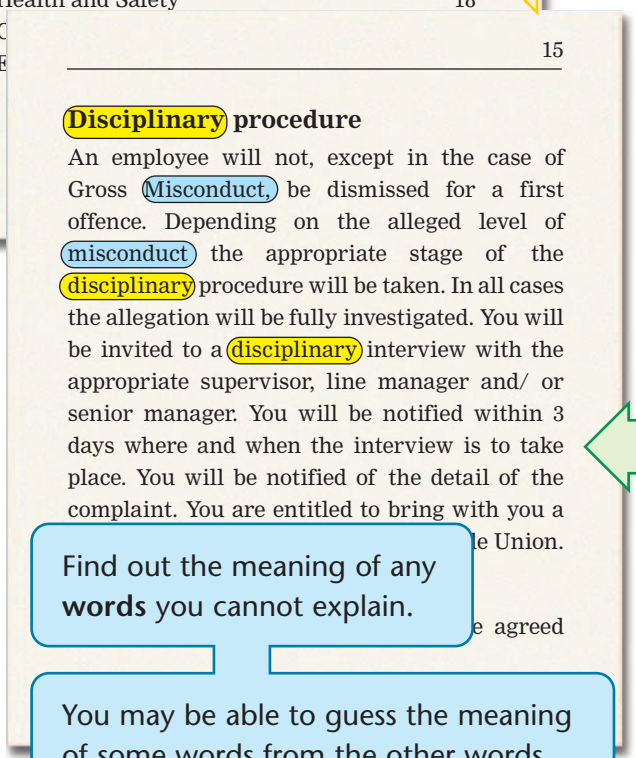
The **contents** page lists everything that is in the manual.

You do not need to read every word of the list.

Let your eyes wander down the list looking for the word 'Disciplinary'. Use the same technique as looking for a particular brand of baked beans on a supermarket shelf.



15

Disciplinary procedure

An employee will not, except in the case of Gross Misconduct, be dismissed for a first offence. Depending on the alleged level of misconduct the appropriate stage of the disciplinary procedure will be taken. In all cases the allegation will be fully investigated. You will be invited to a disciplinary interview with the appropriate supervisor, line manager and/ or senior manager. You will be notified within 3 days where and when the interview is to take place. You will be notified of the detail of the complaint. You are entitled to bring with you a

Page 15 has all the information about the disciplinary procedure.

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

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

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

A dictionary or glossary may help.

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

Check that you have understood what you have read.

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

If you still don't understand, ASK!

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

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

Induction

Task

Task 1

Look carefully at this part of an employment contract. Discuss it with a partner. Underline or highlight the key information about the risk of tetanus in horticultural work and what you should do.

Read it for the general gist first. Agree this with your partner. Pick out the key points. Look up any words you don't understand.

HEALTH AND SAFETY

Section 10 of the Staff Manual gives particulars of our Health and Safety policy, general recommendations and regulations. In particular, note that work involving contact with compost, peat or soil carries a risk of tetanus if the skin is cut, abraded or damaged in some way. This danger is virtually eliminated by an anti-tetanus injection. You are strongly urged to consider an inoculation if you have not already had one. If you have already had an anti-tetanus injection, you will need a periodic booster. Consult your GP about this. An anti-tetanus injection provides protection against contagion from *any* cuts or grazes. Your health may be jeopardised if you do not seek advice.

Task 2

Use the Job description from the Source material to answer these questions. It is part of the job of a grower to:

1 Water and feed the crops? Yes/no
2 Use guidelines to make sure that feeds are the correct strength? Yes/no
3 Wash out equipment used for acid washing or weed killing in the glasshouse? Yes/no
4 Mend any booms, screens, vents, fans, etc? Yes/no
5 Apply pesticides? Yes/no
6 Keep other staff informed about what is going on? Yes/no

Use different reading skills to understand different types of information.

PAGES 1:9–1:12
Working with others

Some people working in horticulture will come across a wide range of people, including members of the public, visitors and customers. In other settings, the number and range of people encountered on a day-to-day basis is more limited. This theme is an introduction to speaking and listening in horticultural settings. The focus is on the different reasons for speaking with and listening to people at work.

Materials

Board or flipchart for making notes

Paper for learners to make notes on in small groups

Audio equipment (with headphones for learners if possible)

Learning outcomes

1 To recognise the range of people with whom you communicate on a day-to-day basis at work (focus page, Tasks 1 and 5)

2 To encourage learners to recognise the need to adapt to an audience (focus page, Tasks 2, 3 and 6)

3 To identify the things that can affect interaction, for example relationships, attitudes, purpose and understanding (focus page, Tasks 1 and 4–6)

4 To identify different types of communication – information, instruction, opinion, explanation (focus page, Tasks 1, 3 and 5)

5 To recognise that the type of language used can affect understanding (focus page, Tasks 2 and 3)

Introduction

- **Whole-group work:** Ask learners to think about all the people they communicate with at work. This might include delivery people, people on the telephone, colleagues, visitors, customers, members of the public, trainers, etc. Why do they communicate with these people? Record suggestions on a flipchart or whiteboard.
- Ask, *Would you speak to/communicate with all these people in the same way?* Encourage learners to give reasons for their answers. Prompt learners to think about how they adapt their language to different situations. Consider the use of formal and informal language.
- **Small group work:** Give each group a different type of person to focus on. The group must identify the reasons for communicating with this person. (They should use the focus page as a prompt.) Learners may find it useful to make a chart showing who they communicate with, why they communicate with this person and what type of language they use (e.g. formal/informal, technical, professional, casual – these words can be written on the board as prompts).
- Ask learners to say whether they mainly speak or mainly listen to this person.
- **Whole-group work:** Discuss learners' findings, including any situations that learners find hard to categorise because they feel they do the same amount of speaking and listening.

Focus page

- Use the focus page to review what learners have done. Emphasise that the way they communicate with people depends on the purpose or reason for communicating with them and their relationship with the person (as a colleague, as an employee, etc.)
- Discuss any difficulties learners may have experienced with understanding and being understood. What factors influence this? (Clarity of speech, accent, use of language, cultural factors, etc.) Discuss ways of dealing with these situations.
- Discuss the impact of relationship on how you talk to people (e.g. if you know someone well you are likely to use more informal language). Discuss the need for maintaining a professional relationship with colleagues and customers.
- Discuss what is meant by attitude and how this impacts on language and behaviour. (What is a good attitude – to colleagues, to customers, to supervisors? What is a bad attitude?) Stress the need for a professional attitude at all times.

- Encourage learners to think about the reasons for speaking to people in the workplace: to give information, instruction, opinion, explanation or request. By giving examples of each type you can begin to unpick the different language and construction of these.
  - **Information** – sometimes given in telephone messages, verbally or in written notes; tends to be brief, may include numbers, dates and times. Sometimes uses technical language.
  - **Instruction** often uses formal language with imperatives (e.g. make, give, do not) and several points. Sometimes instructions have a sequence – an order – in which they should be done.
  - **Opinion** may begin with 'I think', 'I feel', but can sometimes be stated as fact (e.g. 'Everyone likes bananas'). Knowledge of the subject is needed to understand whether what is being said is fact or opinion.
  - **Explanation** in the workplace is usually a step-by-step description of a process or event and should include checks of understanding from the person giving the explanation (e.g. *Is that okay?, Do you understand what I mean?*). Explanations may also include reasons for actions (*We add a bit of talcum powder to the seeds because it stops them sticking together*).
  - **Requests** can be divided into closed questions and open questions. Closed questions require only a limited response or a yes/no answer. Open questions require a wide range of responses. These are described in the ESOL curriculum as 'wh-' questions because they are introduced by words beginning with 'wh-' or 'h-' (e.g. how, what, why, when etc.).
- The reason for understanding these different communication types is to ensure that learners respond appropriately to workplace communication. For instance, they need to understand that the appropriate response to an instruction is to make sure you understand it and do whatever is required. Ask learners what their response would be to each of these types of communication.

Curric. refs	NOS	Key Skills
SLlr/L1.1 SLc/L1.1 SLc/E3.2 SLlr/E3.1	CU5 2.1	C1.1

Task 1 3

Match the situation with the language used
SLlr/L1.1
SLc/L1.1

- Explain that the task involves listening to and identifying the person being spoken to.
- Make sure learners know how to record their answers.
- Play the audio straight through so learners can get the gist. Play each audio clip separately. This time learners should listen to what is being said and note down who the audience is likely to be for this (e.g. a member of the public, a manager, etc.).
- Play the clips again; this time learners note down the purpose for each interaction (e.g. to explain, to instruct, etc.).
- Listen a third time for the tone of voice and language used. *How does this give you a clue about who Christa is speaking to?*
- Learners can check their own answers at the end but should also discuss them as a group. The audio clips can be replayed as confirmation of each correct answer.

If the learner has difficulty

- Some learners may find that paired listening helps them to build on clues about tone, language, likely audience.
- Learners may find it hard to sustain concentration. Leave plenty of thinking time between audio clips.
- Learners may not be confident about picking out some of the language changes. Put them in pairs rather than working alone.
- Some of the language may need to be explained.
- Expect this activity to be difficult for ESOL learners. A printed copy of the audio script needs to be deconstructed and analysed, before confirming meaning. (*Who is speaking? What clues are there to tell you who they are speaking to?* Note: there may be some clues in the tone of voice used, as well as the actual language.) Explain terms that may be unfamiliar (e.g. super, dibber, PA).

Extension

- Learners could listen on individual headphones and work at their own speed.

- Learners can develop a checklist showing good practice points for talking to different types of people at work (e.g. use of formal language, use of professional terms, forms of address, etc.).

Task 2 4

Recognise different types of language
SLc/L1.1

- Ask learners to recall situations in which they have been unable to understand other people because the language has been too difficult, technical or colloquial. Ask learners to give some examples of 'street language' as an example of words that they know but which exclude others.
- Explain the task and play the audio. Ask learners to think about the language used in each clip. *What makes each one difficult to understand by different people?*
- Play the clips again one at a time and ask learners to complete the task on the page.
- Play the clips through once more for confirmation.

If the learner has difficulty

- Ask the learner if they understand the gist of what is being said in each case. Point out that all three are basically saying the same thing. Identify the words that make understanding difficult. *What sort of words are they? Are they slang, technical or formal?*
- ESOL learners may need explanations of slang expressions such as 'nose around' and 'kick-off'.

Extension

Discuss with the group other things that interfere with understanding (e.g. sentence structure, accent, tone, speed, clarity).

Task 3 5

Recognise inappropriate language when speaking to customers or members of the public
SLc/E3.2

- Ask learners whether they have to deal with the public or customers. Is there a company policy about how to communicate with people?
- Check that learners are familiar with the words 'informal' and 'inappropriate'.
- Play the audio clip through once for learners to get the gist of what they are listening to. Discuss any points arising.
- Play the audio clip again and allow learners to make a decision about each statement.

If the learner has difficulty

- Role-play the statements if the learner is having difficulty.
- Take the statements one at a time and talk about the scenario behind each one. Support the learner by asking direct questions about the statement. Ask them to put themselves in the position of the person being addressed and the person speaking. Would they use the same language? Is it helpful? Does it give a good impression?

Extension

- Learners can discuss the inappropriate statements with a partner and reword them.
- Give learners other scenarios. It may be helpful for learners to discuss some more difficult situations, such as complaints or unusual situations where they might be unsure of themselves.

Task 4 6

Use content and tone to decide who is speaking and their intention
SLlr/E3.1

- Remind learners that *how* you speak to someone depends on *who* you are speaking to and *why* you are speaking to them.
- Make sure learners understand the task and how they need to respond.
- Play the audio clip through once for gist and encourage discussion about the general scenario.
- Play the audio clip again and allow learners to answer the questions.
- Check answers and discuss any differences of opinion. Confirm with the audio clip if needed.

If the learner has difficulty

Break down the task as follows: play the audio again and consider each of the options for audience. *Who is this person speaking to?* Give prompts and suggestions to help the learner decide. *Why is he speaking to this person?* Again, give prompts.

Extension

Reflect on the scenario of supporting a new trainee. Ask learners to make a list of good practice guidelines about speaking and listening to trainees, based on learners' own experience of being a new employee or trainee.

Task 5 7

Listen to interpret content and tone of voice SLc/L1.1

- Give the same message in a number of ways to demonstrate how changing the tone of your voice and putting the emphasis on certain words can influence the message.
- Play the audio clip and discuss the four versions of the message, thinking about tone of voice and emphasis on particular words.
- Play each audio clip again and ask learners to complete the task.
- Discuss any differences of opinion and confirm with the audio clip.

If the learner has difficulty

- Learners who have difficulty with this may need more practice at listening for changes of tone and use of sarcasm (e.g. 'yet another'). Give examples for them to discuss.
- Write down some simple sentences and role-play each sentence, with heavy emphasis on certain words. Ask learners to highlight the word that is emphasised.

Extension

Discuss the scenario of dealing with a difficult customer. What is the most professional way to deal with this? What other ways do we pick up messages about people's attitude towards us? Think about non-verbal clues.

Task 6 8

Listen to interpret content and tone of voice SLlr/L1.1

- Play the audio clip through. Remind learners that the way that they speak will influence how other people at work respond to them. Discuss how this could influence the result in an interview for a job or promotion.
- Play the audio clip again. Introduce the task and explain that tone of voice and inference get the message across, even when it is not stated clearly.
- Play the audio clip through again and discuss how the worker should have talked to her supervisor.
- It is often difficult to give criticism clearly and positively. Give learners some other scenarios to think about. For example, you need to tell a work colleague that something is wrong with her work. How can you do this professionally but be clear she has the message?

If the learner has difficulty

Listening for inferred meaning is a sophisticated task, but the main message here should be that you can express yourself in many ways without sounding bored or disengaged.

Extension

- Ask learners to think about questions they may ask as a supervisor to help this trainee and what action they can suggest.
- Discuss interview techniques as a group. Make a checklist of ways to give a positive impression.

Theme assessment

Having completed this theme on speaking and listening in the workplace, learners should be more aware of how audience and purpose influence the way they speak to each other.

Design a set of cards that give an audience (the person you are speaking to), a topic (what you are speaking about) and a style of speech (instruction, information, question etc.). Learners pick one card from each set and role-play what they would say and how they would say it.

Working with others

Focus

You may speak to many different people at work. What you say and how you say it depends on who you are speaking to and why you are speaking to them.

Who am I speaking to?

What is my purpose for speaking?

The main things that affect the way you **speak** to people are:

- your professional **relationship** with them
- your **attitude** towards them
- your **reason** for speaking to them
- your **appreciation** of any problems they might have understanding you.

Working with others

Task

Christa

When you speak to others at work you will need to adapt or change what you say and how you say it to suit the situation.

Manager

Team leader

Colleague

Member of the public

Trainee

Task 1

3

Listen to some examples of an employee talking to different people at work.

Can you recognise who Christa is talking to and for what purpose?

Fill in the table with your answers.

Think about the professional relationship Christa has with these different people.

Speech	Who is Christa talking to?	What is her purpose for speaking?
1		
2		
3		
4		
5		

When you are talking to people at work, you need to be aware of any problems they might have understanding you. You also need to be aware of the impression you make on customers and members of the public.

Recognising the way people adapt the way they speak to suit the situation.

SLIr/L1.1; SLc/L1.1

Working with others

Task

Task 2

4

Listen to these three people speaking. Who is using technical words, who is using slang and who is using formal language?

Draw lines to match them up.

Person 1	Person 2	Person 3
technical	slang	formal

Remember that slang is very informal or 'chatty' language. Technical words relate to a particular subject or area.

Task 3

5

Sometimes you will need to speak to the public or to customers. Listen to each statement. Put a cross by any that are too informal or are not appropriate for this situation.

1 ☐
2 ☐
3 ☐
4 ☐
5 ☐
6 ☐
7 ☐
8 ☐
9 ☐
10 ☐
11 ☐
12 ☐

You should aim to give a good impression of yourself and your organisation when you speak to the public or to customers.

Recognising types of language that can cause communication problems.

SLc/L1.1; SLc/E3.2

Working with others

Task

What you say and how you say it shows your attitude towards others.

Task 4

6

Listen to the employee talking to another person at work. Circle your answer to each question.

1 Who is the employee talking to?

a supervisor a colleague

a member of the public a trainee

2 What is his main purpose for talking?

to ask for information to pass on information

to give instructions to give an opinion

3 How would you describe the language?

very formal quite informal technical colloquial

4 What tone of voice is being used?

sarcastic reassuring annoyed excited

Listen for clues in what he says and how he says it. Think about the working relationship between the employee and the other person.

Task 5

7

Listen to the four supervisors passing on information to the manager about a customer.

Tick the one who has a less negative attitude towards the customer.

1 ☐ 2 ☐ 3 ☐ 4 ☐

Listen for opinions and to the tone of voice used.

Task 6

8

Listen to the trainee talking to her supervisor about her first day at work.

What impression does she give?

Tick your answer.

She found the work interesting. ☐ She was bored. ☐

She enjoyed it. ☐ She hated it. ☐

She found it tiring. ☐

Listen carefully to her tone of voice as well as what she says.

Recognising how attitude is shown through what is said and how it is said.

SLlr/E3.1; SLlr/L1.1; SLc/L1.1

PAGES 1:13–1:14
Wages

Most horticultural workers are paid by the hour and have to complete timesheets. They may also have to complete timesheets as a record of the different contracts they work on during a single day. Further work on codes is included in Module 2 – Growing. Checking a wage slip and being financially aware are good practices.

Every worker is legally entitled to an itemised wage slip and the national minimum wage of £4.85 per hour aged over 22 years and £4.10 per hour ages 18–21 years (as from October 2003).

Materials

Flipchart

Workplace timesheets

Wage slips

Contracts of employment

Staff handbook

Learning outcomes

1 To calculate time taken to complete a task using the adding on method (Task 1)

2 To calculate weekly salary from an hourly rate (Task 2)

3 To check calculations on a wage slip (Task 3)

Introduction

- Ask the group to contribute words that relate to money and wages. Share this information on a flipchart to explore knowledge of the subject.
- Discuss wages and entitlements and the responsibility of the employee to record working time accurately.
- Include facts about the basic minimum wage, tax and National Insurance contributions.
- Discuss problems encountered when filling in timesheets and checking wage slips.

Focus page

- Refer to the focus page. Check that learners understand the words about wages listed, and add any others from their original list. Many learners will find it useful to establish a glossary of words they need for the course.
- Check how the date is written in learners' workplaces. Use a flipchart/whiteboard to demonstrate different methods. Stress that nothing is incorrect as long as the meaning is clear.
- Check understanding of 12-hour clock times and how they are written. Repeat with 24-hour clock times. Give examples and ask learners to convert using mental arithmetic. Address any difficulties that arise. Use *Skills for Life* materials to support this where necessary.
- Ask learners to demonstrate/verbalise how they calculate the time taken to complete an activity. Value different strategies if they are successful.
- Remind learners of rows and columns in a table and that the purpose of headings is to indicate where information should be written.
- Look at a sample wage slip and discuss the different sections. Ask learners to relate this to their own wage slips if possible. What additional information is included?
- Work through the calculations on the focus page to check that learners have knowledge of addition, subtraction, multiplication and division of money.
- Ask learners to calculate in their heads, on paper and with a calculator using examples such as 6 hours at £5.20 per hour; 4 hours at £4.55 per hour; 4 hours overtime at time and a half if the basic rate is £4.60 per hour; £167.60 – £56.40; £45.88 + £12.90. (Include a range of calculations using addition, subtraction and multiplication.) If learners have difficulty with calculations with money use *Skills for Life* materials to extend these skills.

Curric. refs	NOS	Key Skills
MSS1/L1.1	CU5	N1.2abc
MSS1/L1.2	CU2	
MSS1/L1.3		
HD1/L1.1		

Task 1

Calculate the number of hours worked from a timesheet
HD1/L1.1
MSS1/L1.2
MSS1/L1.3

- Ask learners why it is a good idea to keep a note of the number of hours worked. Many may not need to add up their weekly hours but it is a good idea to know what wages they should be getting, especially if they work overtime.
- Remind learners that they are not paid for their lunch break. In this scenario it is a half-hour unpaid break.

If the learner has difficulty

- Some learners may have difficulty calculating time, especially if it spans 12 o'clock. Counting on fingers is a good and well used strategy, but learners must be sure to count only the hours worked, not include the hour that they started work.
- If learners are unable to complete this calculation, refer them to *Skills for Life*, Numeracy Entry 3 and Level 1.
- If learners have difficulty tracking across the table, show them how to use a ruler or straight edge to help.

Extension

Ask learners to complete a timesheet where several different activities have been completed in one day and the times written in for each.

Task 2

Calculate the amount earned at basic rate, overtime and total
MSS1/L1.1

- Check that learners understand what is meant by basic rate.
- Make sure learners understand the @ (at) symbol.
- Point out different stages involved in completing this wage slip.
- Encourage learners to check answers if they appear unrealistic.

If the learner has difficulty

- Return to the completed wage slip on the focus page as an example.
- Talk the learner through the process that needs to be followed and observe learners using the calculator. Some learners do not use the calculator correctly. The most common errors include incorrect use of the decimal point (problems with place value) and misreading the answer displayed.
- Refer to *Skills for Life* materials, Numeracy Entry 3 and Level 1.

Extension

Give practice in estimating pay based on different hourly rates.

Task 3

Check a completed wage slip
MSS1/L1.1
MSS1/L1.3

- Ask learners to identify the stages involved in checking this wage slip.
- The PAYE tax and National Insurance Contributions (NIC) are fixed. Make sure learners understand that they only need to take account of the deductions displayed.

If the learner has difficulty

- Some learners will have difficulty understanding multi-step calculations. Dyslexic learners in particular may have some difficulty with the sequencing aspect of this task. Talk through each step. It may be helpful to cover all calculations on the wage slip except the one being worked on.
  - Calculate total gross salary as in Task 2.
  - Add up the deductions.
  - Subtract total deductions from total gross salary to give the net total.
  - Learners need to use the calculator correctly; check this to identify any areas of difficulty.

Extension

If possible, learners should check their own wage slip. Are there any aspects of this that are not understood?

Theme assessment

Give learners a completed timesheet and a wage slip with deductions only added. Give them an hourly rate to work with and ask them to complete the whole calculation.

Wages

Focus

Get to know your own workplace timesheet, wage slip and entitlements so that you can check them and keep track of your wages.

Find out the meaning of:

- basic
- compulsory
- contribution
- deductions
- excess
- gross
- net
- NI
- PAYE
- time and a half
- per

Your employment contract should set out the number of hours you work and how much you get paid for each hour.

Normal hours of work are:

Monday to Thursday from 07:00 to 15:30; Friday from 07:00 to 14:30

You may be asked to work different hours from above.

You may be asked to work overtime. This is not compulsory.

Hours worked in excess of the standard 39 hours will be paid at time and a half.

If an employee is required to work for more than $5\frac{1}{2}$ hours at a stretch they are entitled to an *unpaid* rest break of 30 minutes.

You fill in a timesheet.

Write the date as: day/month/year
3rd of May 2004 would be: 3/5/04 –
the third day of the fifth month of 2004.

Time sheet for *Beryl Cox* Week ending *7/5/04*

Date	Start	End	Time	Basic	Overtime	Description of work
2/5/04	*07:00*	*15:30*	*8 hrs*	*8 hrs*		*Bed maintenance*
3/5/04	*07:00*	*15:30*	*8 hrs*	*8 hrs*		*Bed maintenance*
4/5/04	*07:00*	*15:30*	*8 hrs*	*8 hrs*		*Bed maintenance*
5/5/04	*07:00*	*15:30*	*8 hrs*	*8 hrs*		*Bed maintenance*
6/5/04	*07:00*	*15:30*	*8 hrs*	*7 hrs*	*1hr*	*Bed maintenance*
		Total	*40*	*39*	*1*	

You get a wage slip with your money.

'Deductions' means all the money that is taken away from what you earn. It includes tax and national insurance contributions (NIC) and anything else you pay regularly.

Name	*Beryl Cox*	Date	7/5/04
Deductions		Wages	
PAYE tax	23.75	Gross salary *39 hours @ £4.85*	189.50
NIC	15.20	Overtime/bonus *1 hour @ £7.28*	7.28
Total deductions	38.95	Total gross pay	196.43
		NET PAY	157.48

Deductions are taken away from what you earn.

What you get in your pay packet is what is left.

This employee worked 39 hours at the basic rate and 1 hour overtime. Overtime is paid at $1\frac{1}{2}$ times basic rate. £4.85 + £2.43 = £7.28 per hour.

Wages

Task

Filling in your timesheets properly and checking your wage slips will ensure that you get paid the correct amount.

Task 1

Work out how many hours each day this worker should be paid for. Total the number of hours for the week.

Remember to take off half an hour a day for the unpaid break if working for more than $5\frac{1}{2}$ hours.

Timesheet for *Avtar Singh*						Week ending *13/2/04*
Date	Start	End	Time	Basic	Overtime	Description of work
4/2/04	*8:00 am*	*4:30 pm*				*laying down*
5/2/04	*7:00 am*	*3:30 pm*				*pricking out*
6/2/04	*7:30 am*	*3:30 pm*				*pricking out*
7/2/04	*8:00 am*	*4:00 pm*				*gapping*
8/2/04	*8:00 am*	*3:30 pm*				*gapping*
9/2/04	*8:00 am*	*1:00 pm*				*glass house maintenance*
		Total				

Task 2

Work out the gross salary, overtime pay and total gross pay.

Name	*Maria Alvarez*	Date	5/3/04
Deductions	£ p	Wages:	£ p
PAYE tax		Gross salary ***39 hours @ £4.84***	
NIC		Overtime/bonus ***$3\frac{1}{2}$ hrs @ time and a half***	
Total deductions		Total gross pay	
		NET PAY	

Task 3

Are the details on this wage slip correct? Check all the details. Circle any that have been worked out incorrectly.

The PAYE and NIC are filled in correctly.

Name	*Martin Smith*	Date	12/11/04
Deductions	£ p	Wages:	£ p
PAYE tax	28 . 84	Gross salary ***39 hours @ £4.85***	199 . 15
NIC	16 . 62	Overtime/bonus ***7 @ £7.28***	50 . 96
Total deductions	45 . 46	Total gross pay	250 . 11
		NET PAY	204 . 65

HD1/L1.1; MSS1/L1.2; MSS1/L1.3

PAGES 1:15–1:16
Appraisal (1)

Most learners will be familiar with review and appraisal systems from school, college or work experience. The purpose of this theme is to develop a positive approach to the review and appraisal process, which is fundamental to the Core Unit CU5. It is intended to help learners prepare for appraisal and understand the importance of expressing themselves clearly.

Materials

Examples of appraisal forms

Blank Appraisal preparation form from the Source material (0:02)

Learning outcomes

1 To understand written information about appraisal (focus page, Tasks 1 and 4)

2 To make brief notes in preparation for appraisal (Task 4)

3 To consider appropriate ways to discuss issues during appraisal (focus page, Tasks 2 and 3)

Introduction

- Discuss the review and appraisal systems learners are familiar with in their own workplace. *Who is it for? What does it achieve? What are the positive aspects for trainees? What are the possible difficulties?* Record comments on a flipchart or whiteboard to come back to. Check learners' understanding of the words appraisee and appraiser and the responsibility of both within the appraisal system.
- Give a scenario in which the appraisee has something difficult to raise during appraisal. This could be a problem with a line manager or colleague. Discuss in pairs the best way to tackle this situation. Emphasise that this should be dealt with on a professional level. This can be developed into a role-play by mixing up the pairs. Ask learners to pick out appropriate and inappropriate ways to express their concerns, and give reasons.

Focus page

- Go through the Appraisal Preparation Form. Ask learners to give examples of what they might include under each heading. Emphasise (using examples) the need to think about the positive aspects of their job, as well as raising issues or problems.
- Discuss some of the more difficult scenarios shown, such as under the 'Team work' heading. Ask learners to think about how they would raise this issue with their supervisor. What are the dangers of being negative here?
- Point out that making a few notes beforehand is useful in organising thoughts and preparing what to say, particularly if you find the appraisal interview daunting.

Curric. refs	NOS	Key Skills
Rt/L1.1	CU5	C2.1a
SLc/L1.1		
SLc/L2.1		
SLc/L2.3		
SLc/L1.3		
Wt/L1.4		

Task 1

Read information on the focus page and translate into own words
Rt/L1.1

- Remind learners of the value of reading information on forms first and that understanding the 'big picture' will help them contribute positively to their own appraisal process.
- Learners need to pick out the five purposes of appraisal, as outlined on the focus page.
- The word 'opportunity' is a clue to completing this task.
- Learners rewrite each point in straightforward way, after discussion.

If the learner has difficulty

- Paired reading of the explanatory text with intonation and checking vocabulary will help learners with dyslexia or other language difficulties.

- When rewriting text in their own words, ask learners to say what they think it means first.
- Check that all the terminology is understood.

Extension

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

Task 2 🎧 9

Think about appropriate ways to express concerns in an appraisal situation
SLc/L1.1
SLc/L1.3

- Play the audio clip through once.
- Discuss the clues in language and intonation that might help them to decide who is speaking positively.
- Remind learners about the importance of being positive and constructive when they speak in appraisal settings rather than moaning.
- Play the audio clip through again and discuss the problems identified for each worker.
- Ask learners to give reasons for their answers – what is good, what is bad and how it can be improved.
- Model some additional examples from your own experience.

If the learner has difficulty

Replay the audio clip or role-play each audio script. Discuss the merits of each in turn and support learners to express an opinion about each.

Extension

In pairs, discuss appraisor responses to each worker. Think of some additional examples of good practice to share with other learners.

Task 3

Speak positively when identifying a problem or issue for discussion
SLc/L1.1
SLc/L2.1
SLc/L2.3
Wt/L1.4

- Ask learners to consider the benefits of being positive in this situation. *What do you want to achieve by raising this issue? What is the best way of saying it?*

If the learner has difficulty

- Give the learner an example of raising an issue in both a positive and negative way. Ask them to identify which is better.
- Ask the learner to express concerns verbally before writing them down.

Extension

- Give learners another difficult issue that they may wish to raise during appraisal (e.g. feeling picked on or overloaded).
- Learners could work in pairs or threes. Ask a learner to take on the role of an appraisee talking about the problem while another learner takes on the role of the appraisor responding to the appraisee. Prompt cards may help learners here: 'Tell me more about …,' 'How can I help …?'
- Ask the observer to evaluate the way in which issues were raised and the way in which they were handled by the appraisor. Emphasise a positive approach to both.

Task 4

Complete an individual appraisal preparation form
Wt/L1.4
SLc/L2.1
SLc/L2.3

- Emphasise the importance of preparing for appraisal.
- Ask learners to use the headings and to think about positive things they want to say first.
- Learners may need to write more on the form to reflect their thoughts, or could use thought-bubbles, as done on the focus page.
- Remind learners that the notes are for their own use. Suggest that they make a note of any words that they need to check the spelling of.

If the learner has difficulty

- Talk through the headings. Ask direct questions to help learners structure their thoughts.
- Ensure learners understand the language of the form.
- Support learners to write things down if the writing process is a barrier to expressing themselves – use sticky notes or speech-bubbles to record words and phrases that capture learners' responses. These could then be stuck or written on to the form.

Extension

Ask learners to work in pairs to identify some examples of good and not so good ways of identifying and discussing issues or problems as part of appraisal.

Appraisal (1)

Focus

Appraisal may seem like a worrying process, but it is designed to help you get as much as possible out of your job. Preparing for your interview will help you to evaluate yourself and to respond to assessment by others.

Think about clear and positive ways to raise issues you want to discuss.

Appraisal Preparation Form

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

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

Make sure you understand what appraisal is all about.

Knowledge	*Need some training on spraying pesticides.*
Reliability	*Good – always on time, always get the job done*
Quantity of work	*I get everything done very quickly*
Quality of work	*Supervisor says it's getting better.* *Could do even better if I slowed down I suppose*
Team work	*Good most of the time.* *Have problems working with Barry*
Communication	*OK. Except for Barry*
Initiative	*Good*
Attidude to job	*I like it and want to do better*
Organisation	*No problem*
Health and safety	*Need help to get evidence for NVQ.* *First aid training*

I want promotion! Doing my PA1 will be a start.

I work really well with Beth and Jean – we really get things done. Barry's a bit useless though – he doesn't do things the same as me and he always thinks he knows best.

That will help my promotion prospects too.

Remember that appraisal should be regarded as a constructive and positive process.

Think about each heading. Think about the things you are good at as well as the things you need to improve. Write some notes to help you remember what you want to talk about during the interview.

Appraisal (1)

Task

You can get a lot out of appraisal if you understand what it is for, if you think about it beforehand and speak clearly and honestly to your line manager.

Task 1

What is appraisal for? Read the top of the Appraisal Preparation Form on the focus page. List the five things that appraisal gives you an opportunity to do. Think about what each one means to you. Rewrite them in your own words.

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

Task 2

9

Listen to each of these workers talking about their job knowledge in an appraisal meeting. Do they get the message across in a positive and clear way? Discuss what you think of each one.

Ask yourself:

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

Task 3

Look at the focus page. What has the worker written about his communication skills? How could he write or talk about this positively? Discuss this with a partner and write your ideas down.

Task 4

Find the blank Appraisal preparation form in the Source material. Think about your own work and make notes under each heading.

Remember the notes are for **you** – to remind you what you want to talk about.

Rt/L1.1; SLc/L1.1; SLc/L1.3; Sd/L1.1b; Sd/L1.2a; SLc/L2.1; SLc/L2.3; Wt/L1.4

PAGES 1:17–1:18
Appraisal (2)

It is important that learners see appraisal as an on-going process that can have positive benefits. Responding constructively and positively to criticism is very difficult for us all, but learners can be helped by being encouraged to find constructive solutions to particular problems.

This theme follows on from the previous one about appraisal and makes use of audio clips.

Materials

Audio player

Copies of Appraisal Summary form in Source material (0:03)

Learning outcomes

1 To listen and respond constructively to criticism (focus page, Task 1)
2 To understand summary information about appraisal and list possible actions (focus page, Task 1)

Introduction

- Ask learners to identify positive and negative experiences of reviews and appraisals. Possible negative reactions may include feeling that they have been criticised unfairly or that nothing ever happens as a result of appraisal.
- Elicit from the group what makes a review or appraisal a positive and forward-looking process, including:
  – positive feedback for the things that are going well
  – constructive and fair criticism where there are weaknesses
  – positive suggestions
  – setting of specific targets
  – follow-up after appraisal.

Focus page 10

- Look at the Appraisal Summary on the focus page and listen to the first three audio clips. In pairs, learners list the issues that have been raised here and recognised in the Appraisal Summary.
- Discuss what actions they think would be suitable to address each issue. Do they agree with the actions listed on the form?
- Listen to the final audio clip. Learners complete the last three action points.

Curric. refs	NOS	Key Skills
SLlr/L2.4 SLlr/L2.1 Wt/L1.5 Wt/L1.2	CU5	C2.1a

Task 1 11

Integrated activity to summarise issues raised in appraisal and identify action points that may arise from this scenario
SLlr/L2.1
SLlr/L2.4
Wt/L1.5
Wt/L1.2

- Recap on the main purpose for appraisal. Point out that it is an on-going process and that some action should come from an appraisal interview. Stress the need for careful preparation and positive ways of expressing concerns, needs and complaints.
- Draw learners' attention to the thoughts of the worker shown in the thought-bubbles and the notes on the Appraisal Preparation Form. Encourage discussion about the issues raised.
- Play all the feedback from the supervisor once and allow time for discussion and reflection. *Has she covered everything, including positive feedback? Are all the worker's worries dealt with? How could the worker explain his concerns? Are there any concerns that the supervisor has not dealt with?*

- Play the feedback again, one comment at a time, before asking learners (in pairs) to summarise the main points on the Appraisal Summary form from the Source material.
- Learners complete the action points based on what they have heard and read. Confirm by listening to the audio clip again. Responses will vary according to the interpretation of the material.

If the learner has difficulty

- This task involves several processes; learners are being asked to pull together a range of information. Some learners will struggle with multiple tasks and will need to have the activity broken down into steps.
- Support can be given to learners as they tackle one task at a time. For example, each thought-bubble can be cut out and linked with the appropriate row in the table. The audio clip for this section can then be played and issues can be identified and discussed.
- Other learners need to be given an overview first – the 'big picture'; they are then able to work through the individual steps involved.
- Learners who need language support could read aloud the text from the thought-bubble and then listen to the audio clip. They can discuss the differences between the two and suggest ways of dealing with these.

Extension

Learners can role-play appraisal situations and decide on their own action plans. Photocopy additional Appraisal Summary forms for learners.

Theme assessment

An individual interview with each learner to review progress will be a useful exercise to check their ability to respond to this situation. Use of a *pro forma* such as the one on the task pages would support this process and identify key areas for preparation and discussion. This could be integrated into the vocational learning programme.

Appraisal (2)

Focus

At the end of your meeting, your line manager will summarise the discussion and agree action points with you.

10 Listen to Mrs Kent's comments and complete the last three action points.

Nobody's perfect. Appraisal is an opportunity to find out what other people think about your performance at work. Then it's up to you to **prioritise** and **act** on the things you want to improve.

Appraisal Summary

Name: *A. Brown* Date: *10/11/04*

Strengths

Has settled in well. Generally works well in a team.
Is punctual and reliable. Very little time off during the year. Is keen to learn and achieve qualifications. Aware that there are gaps in knowledge.

Concerns

Lacks confidence when dealing with plants, but doesn't always ask or look in diary. Time management issues – sometimes rushes work. Does use time available to ensure quality.
Some issues with quality of work – willing to work informally with Jean on this.
Some problems working alongside particular staff – needs to adopt a professional and little more tolerant attitude to this problem.

Training needs

Support with NVQ evidence
First aid course – planned for September
PA1?

Action

Please identify action to be taken by yourself and others and by when you hope to complete them.

1 *Ask if unsure and look in diary*
2 *Take time over jobs*
3 *Work with Jean on quality*
4 *Work on teamwork. Keep Mrs Kent up to date*
5
6
7

Date of next review *2 months*

Signed A. Brown *(appraisee)*

Signed Chris Kent *(appraisor)*

Action points should be constructive and achievable.

Appraisal (2)

Task

Task 1

11

Look carefully at the issues in the bubbles that this worker wants to talk about in his appraisal. Listen to the supervisor's feedback. Has she responded to all the points raised? Discuss the main points with a friend. Use the Appraisal Summary form in the Source material to record all the main issues. Decide on a clear action point for each of the issues raised.

Appraisal Preparation Form

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

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

Knowledge	*Working towards NVQ – 3 units done PA1 passed. PA6?*
Reliability	*Good*
Quantity of work	*Like to be busy*
Quality of work	*No problem*
Team work	*Great*
Communication	*Problems with diary. Not filled in properly.*
Initiative	*I like to be told what to do.*
Attidude to job	*Been late a few times – dropping off Jack. It's difficult since the wife left us.*
Organisation	*No problem*
Health and safety	*I keep myself safe. Some people just don't care, but what other people do is up to them.*

Remember that appraisal should be regarded as a constructive and positive process.

This NVQ stuff isn't as hard as I thought, but I haven't got much time at the moment to get it finished.

I always write stuff in the diary but someone keeps forgetting. It was chaos last week when the delivery came in.

This is a tricky one. I can't help being late sometimes – must find someone else to look after Jack.

I haven't got time to worry about what other people are doing.

Reading appraisal information and listening to feedback to decide on action points.

SLlr/L2.1; SLlr/L2.4; Wt/L1.5; Wt/L1.2

Check it

1 Which is the best definition of 'mandatory'?

A possible

B confirmed

C compulsory

D skilful **Rw/L2.1**

2 Which of these is the correct definition of 'flammable'?

A sore

B not able to be set on fire

C able to be set on fire

D burning **Rw/L1.3**

3 Which of these is *not* one of the steps you need to carry out a risk assessment before you start work?

A Look out for any possible hazards.

B Avoid the job if it is hazardous.

C Consider who might be at risk from any hazards.

D Consider what might be done to reduce the risk of the hazard. **Rt/L1.1**

Account of an accident

I'm not sure how it happened – perhaps she slipped on the path? It had been raining and the path is a bit mossy. I'd been working at the bottom of the field and was on my way back to the shed. Anyway she was lying by the display of climbing plants holding her knee and groaning. There was some blood, but I'm not sure if anything was broken. I told her to lie still while I fetched help. We got her onto one of the trolleys and sent for an ambulance. The driver said she would be OK but they'd check everything out. Maybe she'd fainted or something.

4 Read the account of an accident. Which of these comments is not relevant to an accident report?

A I told her to lie still while I fetched help.

B It had been raining and the path is a bit mossy.

C There was some blood, but I'm not sure if anything was broken.

D I'd been working at the bottom of the field and was on my way back to the shed. **Wt/L2.1**

5 Refer to the account of an accident. Which of these sentences gives the opinion of the person writing the account?

A I told her to lie still while I fetched help.

B Anyway she was lying by the display of climbing plants holding her knee and groaning.

C We got her onto one of the trolleys and sent for an ambulance.

D Maybe she'd fainted or something. **Rt/L2.4**

6 Refer to the account of an accident. Which of these things happened before the accident?

A It rained. **C** The worker fetched help.

B The lady slipped. **D** The woman broke her leg. **Rt/L1.1**

7 Which of these is something you should *not* say when you are greeting a visitor to your workplace?

A "I'm not on duty at the moment. Sorry."

B "Can I ask who you've come to see?"

C "I'm sorry I can't leave this job now, but there's someone in the office over there who can help."

D "Take a seat over there. The supervisor will be along to see you in a moment." **SLc/L2.1**

8 Which of these is an appropriate way to respond to a customer asking for advice about spring bulbs in March?

A "The *anemone blanda* corms are located to the left of the fern collection."

B "Sorry, I'm busy with this job and can't help. I don't know anyway."

C "There's not much in just now. It's too late to plant bulbs. You should have put them in last year."

D "It's a bit late for spring bulbs but we've got some anemones. Let me show you." **SLc/L2.1**

9 When you are completing an Appraisal Preparation Form, under which of these headings would you write something about not being able to do all your jobs in the time given?

A Reliability

B Work planning

C Team work

D Punctuality **Wt/L2.2**

10 These are some comments from an Appraisal Summary form. Which one of them should be put under the heading 'Strengths'?

A Aware of the need for additional training, particularly in manual handling techniques.

B Has difficulties assisting colleagues with unloading sacks of compost.

C Issues with punctuality.

D Not yet completed NVQ portfolio. **Wt/L2.1**

Audio

PAGES 1:5–1:6

Health and safety (3)

Task 1 1

Poor bloke. They put him in one of those stretcher things and they took him off to Townsend General. They say he's done something to his eyes – not sure.

We'd only been talking a couple of minutes earlier. He was telling me about the match at the weekend. He's an addict he is – never misses a match.

We were spraying in greenhouse 6. Fred was measuring out the concentrate. One minute he's just pouring it out, whistling away like he does – next minute some of the liquid has splashed into his face. Fred was yelling in pain and couldn't open his eyes. I thought he was going to faint, but he didn't. You could see he was in pain. Tom got the eye wash and used it on Fred's eyes. I phoned for an ambulance. It's a shame because we were doing great on this job. We had nearly finished. The odd thing was that the Manager had just reminded us about the safety procedures for diluting concentrates the day before.

He'll be really sorry if he can't get to the match next weekend.

Task 3 2

We were spraying pesticides in greenhouse 6. The Manager, Petra Grayson, had reminded us about the safety procedures for diluting concentrates the day before. Fred was pouring some concentrate out when some of the liquid splashed into his face. He did not have his face shield down at the time. Fred couldn't open his eyes so, as the trained First Aider, I got the eye wash and used it for 15 minutes on his eyes. Chris phoned for an ambulance. The ambulance took 10 minutes to arrive. They took him off to Townsend General.

PAGES 1:9–1:12

Working with others

Task 1 3

Speech 1: The play area is on the left on the far side of the park. If you stay on this path, you'll see it.

Speech 2: I reckon we did a great job today. The Super's going to be pleased.

Speech 3: I've completed my PA training and I was wondering – are there are any vacancies for a team leader's job at the moment?

Speech 4: I've finished the potting, what should I do now?

Speech 5: This is a dibber. It's used for making small holes in the compost to plant seedlings in.

Task 2 4

Person 1:
Would you like a nose around before you kick off?

Person 1:
You might find it beneficial to familiarise yourself with your surroundings before you proceed.

Person 3:
Have a look round the area which includes the herbaceous borders, the alpine house and the perennials, before you start.

Task 3 5

1 Can I help you?
2 What do you want?
3 The azalea walk is further down on the right.
4 I'm sorry. There's no public access to this area.
5 Haven't you got a leaflet? It tells you on there!
6 Watch your step! You'll end up on your bottom otherwise.
7 Be careful on the path. It's very slippery today.
8 Couldn't say, mate.
9 I think it's a *Rosa Banksiae*. I can check for you.
10 It's a beauty all right. I haven't got a clue.
11 I'm on my break. You'll have to ask someone else.
12 There is a disabled toilet at the end of this building. I'll get you the key.

Task 4 6

Finish off that watering and then I want you to fill some trays. We'll have a chat before you start the job so you're happy about what you're doing. If you have any questions, just ask. Is that OK?

Task 5 7

Supervisor 1: I thought I should tell you that Mrs Dawkins has complained again.

Supervisor 2: I thought I'd just let you know that Mrs Dawkins has made yet another complaint.

Supervisor 3: I thought I should let you know that Mrs Dawkins has made a second complaint.

Supervisor 4: That Mrs Dawkins is causing trouble again by complaining over nothing.

Task 6 8

It was OK. I thought it was going to be really hard, but actually it was quite easy. The day went slowly though. I wanted more to do. Is it always like this here? I had hoped to learn a bit more about plants.

PAGES 1:15–1:16

Appraisal (1)

Task 2 9

Audio 1: There's a lot to learn, but it's OK. Jean tells me a lot and I suppose I'll just pick up the rest as I go along.

Audio 2: I'm learning a lot all the time. Jean's really helpful – she explains things to me about plants and how to look after them. I'd like to know more about pests and diseases.

Audio 3: Quite honestly I feel useless half the time. I can't make out what I'm supposed to do at all. You should have told me before I started.

PAGES 1:17–1:18

Appraisal (2)

Focus page 10

Strengths

Audio 1:
You've made a really good start. You get on well with most of the team.

I'm sure we can help you with some of the more specific things, but you must ask if you're not sure.

Have you looked in the diary? The other growers may have put in some information there that will help you.

Concerns – time management

Audio 2:
Time is a problem for all of us. I'm sure you will get better as you have more experience. You seem to rush things sometimes. Make sure you take care. If the quality suffers we lose time in the long run.

Concerns – other staff

Audio 3:
There are always some people that you get on with better than others. But in our team, it's important we all get on together. It's about being professional and working with people. Keep me up to date with this though – I don't want it to become a big issue.

Training needs

Audio 4:
I'll check that you're down to do a first aid course in September with the others. See what you can find out about the pesticides course and then we can talk about it.

I'll have a word with your assessor about collecting evidence next time she's in. I think we should aim to get one unit done by the next review don't you?

Task 1 11

Feedback 1: On the positive side, you've made a great start on your NVQ, though things have slowed down a bit lately. I've got a bit of time on Wednesday lunchtime – perhaps we could get together and plan the next unit?

Feedback 2: You are getting on really well in the team. Excellent.

Feedback 3: I know there have been some childcare problems which have made you late quite a bit in the last month or so. If you can't sort it out, perhaps we need to think about changing your shift times. Have a think about it and let me know.

Feedback 4: Health and safety concerns everyone. Looking out for each other is part of team work.

Answers

PAGES 1:1–1:2

Health and safety (1)

Focus page

Matching symbols to signs:

Warning – (general warning meaning 'look out!')

Prohibition – (no smoking)

Safe condition – (first aid)

Mandatory – (white coats must be worn)

Matching symbols and words:

CORROSIVE

FLAMMABLE

Task 1

1 Type: Prohibition
Colour: red
Meaning: Tells you what you must not do.

2 Type: Safe condition
Colour: green
Meaning: Informs about safe conditions.

3 Type: Mandatory
Colour: blue
Meaning: Tells you what you must do.

4 Type: Warning
Colour: yellow (or yellow with a black outline)
Meaning: Warns about hazards.
(You may have written the meanings in a different way).

Task 2

Meaning of sign	Shape number	Matching symbol
Stop machine before removing guards	3	d
Danger, electricity	4	a
No admittance	1	b
Fire exit	2	c

PAGES 1:3–1:4

Health and safety (2)

Task 1

1 Slips, trips and falls
2 Water and bank conditions
3 Employees who are exposed to cold water
4 Waterproof clothing

Risk assessment		
Hazard	**At risk**	**Controls/Safe methods**
Manual handling	All operatives	Provide training for safe lifting and handling techniques. Suitable gloves to be worn for handling sharp or abrasive material. Avoid twisting the body when lifting.
Electricity	All operatives working with machinery	Inspect all leads and plugs regularly Only trained persons should carry out electrical repairs.
Noise	All operatives working with machinery	Wear suitable hearing protection when working with machines. Hearing protection zones should be marked.
Slips, trips and falls	All operatives	Be aware of protruding items of machinery. Keep area clear of unnecessary items that might cause trips or slips.

Task 3

Show your answers to your teacher.

PAGES 1:5–1:6

Health and safety (3)

Task 1

~~Poor bloke. They put him in one of those stretcher things and~~ they took him off to Townsend General. ~~They say he's done something to his eyes – not sure. We'd only be talking a couple of minutes earlier. He~~

~~was telling me about the match at the weekend. He's an addict he is – never misses a match.~~

We were spraying in greenhouse 6. Fred was measuring out the concentrate. One minute he's just pouring it out, ~~whistling away like he does~~ – next minute some of the liquid had splashed into his face. Fred was yelling in pain and couldn't open his eyes. ~~I thought he was going to faint, but he didn't.~~ You could see he was in pain. Tom got the eye wash and used it on Fred's eyes. I phoned for an ambulance. ~~It's a shame because we were doing great on this job. We had nearly finished. The odd thing was that~~ the Manager had just reminded us about the safety procedures for diluting concentrates the day before.

~~He'll be really sorry if he can't get to the match next weekend.~~

Task 2

Model answer:

Before the accident: We were spraying in greenhouse 6. The Manager had just reminded us about safety procedures for diluting concentrates the day before.

The accident: Fred was measuring out the concentrate. Some of the liquid splashed into his face.

After the accident: Fred was yelling in pain and couldn't open his eyes. Tom got the eye wash and used it on Fred's eyes. I phoned for an ambulance. They took him off to Townsend General.

Task 3

Model answer (the underlined text shows the important information that Tom added):

Before the accident: We were spraying pesticides in greenhouse 6. The Manager, Petra Grayson, had just reminded us about safety procedures for diluting concentrates the day before.

The accident: Fred was measuring out the concentrate. Some of the liquid splashed into his face. He did not have his face shield down at the time.

After the accident: Fred was yelling in pain and couldn't open his eyes. Tom, the First Aider, got the eye wash and used it for 15 minutes on Fred's eyes. I phoned for an ambulance. It took 10 minutes to arrive. They took him off to Townsend General.

PAGES 1:7–1:8

Induction

Task 1

Section 10 of the Staff Manual gives particulars of our Health and Safety policy, general recommendations and regulations. In particular, note that work involving contact with compost, peat or soil carries a risk of tetanus if the skin is cut, abraded or damaged in some way. This danger is virtually eliminated by an anti-tetanus injection. You are strongly urged to consider an inoculation if you have not already had one. If you have already had an anti-tetanus injection, you will need a periodic booster. Consult your GP about this. An anti-tetanus injection provides protection against contagion from *any* cuts or grazes. Your health may be jeopardised if you do not seek advice.

Task 2

1 Water and feed the crops. Yes
2 Apply pesticides. Yes
3 Use guidelines to make sure that feeds are the correct strength. Yes
4 Mend any booms, screens, vents, fans etc. No
5 Wash out equipment used for acid washing or weed killing in the glasshouse. No
6 Keep other staff informed about what is going on. Yes

PAGES 1:9–1:12

Working with others

Task 1

Speech	Who is Christa talking to?	What is her purpose for speaking?
1	A member of the public	To give directions
2	A colleague	To give an opinion
3	Manager	To ask for information
4	Team leader	To ask for advice
5	Trainee	To pass on infomation

Task 2

Person 1	Person 2	Person 3
technical	slang	formal

Task 3

1 Can I help you?
2 What do you want? ✗
3 The azalea walk is further down on the right.
4 I'm sorry. There's no public access to this area.
5 Haven't you got a leaflet? It tells you on there! ✗
6 Watch your step! You'll end up on your bottom otherwise. ✗
7 Be careful on the path. It's very slippery today.
8 Couldn't say, mate. ✗
9 I think it's a *Rosa Banksiae*. I can check for you.
10 It's a beauty alright, but I haven't got a clue. ✗
11 I'm on my break. You'll have to ask someone else. ✗
12 There is a disabled toilet at the end of this building. I'll get you the key.

Task 4

1 a trainee
2 to give instructions
3 quite informal
4 reassuring

Task 5

Supervisor 3. This person passes on the information without implying that the customer is at fault.

Task 6

The trainee was bored. She is not enthusiastic, found the work too easy and wanted to learn more. Her tone of voice emphasises this.

PAGES 1:13–1:14

Wages

Focus page

- basic – the money you get based on your normal working hours and normal hourly rate
- compulsory – essential
- contribution – money paid directly from what you earn for National Insurance (and sometimes pension)
- deductions – money taken from what you earn (tax and National Insurance contributions)
- excess – extra, over
- gross – full amount (before deductions)
- net – what is left over
- NI – National Insurance
- PAYE – Pay As You Earn (tax)
- time and a half – the basic wage plus half as much again. If you are paid at the national minimum wage of £4.85, for every hour that you work over the basic time you will get: £4.85 + £2.43 = £7.28. Under 21s will get: £4.10 + £2.05 = £6.15. Double time is twice the basic rate: £9.70 or £8.20.
- per – for every

Task 1

Timesheet for *Avtar Singh* — Week ending *13/2/04*

Date	Start	End	Time	Basic	Overtime	Description of work
4/2/04	*8.00 am*	*4.30 pm*	*8 hrs*			*laying down*
5/2/04	*7.00 am*	*3.30 pm*	*8 hrs*			*pricking out*
6/2/04	*7.30 am*	*3.30 pm*	*7½ hrs*			*pricking out*
7/2/04	*8.00 am*	*4.00 pm*	*7½ hrs*			*gapping*
8/2/04	*8.00 am*	*3.30 pm*	*7 hrs*			*gapping*
9/2/04	*8.00 am*	*1.00 pm*	*5 hrs*			*glass house maintenance*
		Total	*43 hrs*			

Task 2

Gross salary: 39 hrs @ £4.84 = £188.76
Overtime pay: $3\frac{1}{2}$ hrs @ £7.26 = £25.41

Total gross pay: = £214.17

Task 3

Corrected answers are shown.

Name	*Martin Smith*	Date	12/11/04
Deductions	£ p	Wages:	£ p
PAYE tax	*28 . 84*	Gross salary *39 hours @ £4.85*	*189 . 15*
NIC	*16 . 62*	Overtime/bonus *7 hrs @ £7.28*	*50 . 96*
Total deductions	*45 . 46*	Total gross pay	*240 . 11*
		NET PAY	*194 . 65*

PAGES 1:15–1:16

Appraisal (1)

Task 1

Model answer:

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

Task 2

Model answer:

Audio 1: This is not an honest response. The worker's line manager may think everything is OK.

Audio 2: This is a positive response. The worker is saying that they are learning but want to know more.

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

Task 3

Model answer.
You might have written something like this:

I think I'm a good communicator, especially face to face. I find it quite hard to talk to Barry sometimes. I'm not sure how to respond to his attitude. I could do with a bit of help with this.

Task 4

Show your work to your teacher.

PAGES 1:17–1:18

Appraisal (2)

Focus page

Action

5 Take first aid course in September.
6 Find out what PA1 involves.
7 Complete one unit of NVQ by next appraisal in two months.

Task 1

Show your work to your teacher. The following issues need to be actioned: progress with NVQ, childcare and punctuality, health & safety, teamwork, and keeping the diary up to date.

Actions can be for either the appraisee or the appraisor.

Check it

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