The work environment Introduction to Module 3

Most new entrants to the manufacturing sector will undergo a thorough induction process. During this time they will receive company information covering health and safety, policies and procedures specific to their own employment setting and information about their roles and responsibilities. It is expected 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 and skills. Many manufacturing operations rely upon team work and now implement a structured system of team meetings.

In this module teachers and learners will look at various strategies for reading and understanding a wide range of written information as well as thinking about working with others and getting a qualification. It also includes a theme on checking your wages. The module contains the following:

- your role in the organisation
- the staff notice board
- reading policies and procedures
- working with others
- getting a qualification
- checking your wages.

The information used for this module is generic to a range of manufacturing settings. It is important that learners are encouraged to apply the skills and strategies developed here to material in their own workplace setting. Materials can also be adapted using the Word version of the materials.

Production line manufacturing – Module 3: The work environment					
Theme	**Page reference**	**NOS/NVQ**	**Literacy**	**Numeracy**	**Key Skills**
Your role in the workplace	Ma 3:1–3:2	202	Rt/L1.2; Rt/L1.3; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2		C1.2
The staff notice board	Ma 3:3–3:5		Rt/E3.2; Rt/E3.6; Rt/E3.7; Rt/L1.4; Rt/L1.5	HD1/E3.1	
Reading policies and procedures 1	Ma 3:6–3:7	202	Rt/L1.4; Rt/L1.5; Rw/E3.4		C1.2
Reading policies and procedures 2	Ma 3:8–3:9		Rt/L1.1; Rs/L1.1; Rw/L1.1; Rw/L1.2; Rw/L1.3; Rt/L2.8; Rs/L1.2		C1.2
Checking your wage slip	Ma 3:10–3:11	202		MSS1/L1.1	N1.1
Speaking to people at work	Ma 3:12–3:16	202; 221	SLc/E3.1; SLc/E3.2; SLc/E3.3; SLc/E3.4; SLlr/E3.4		
Teamwork	Ma 3:17–3:19	221; 219	SLlr/L1.4; SLlr/L1.5; SLd/L1.1; SLd/L1.2; SLd/L1.3		C1.3
Getting a qualification – jargon	Ma 3:20–3:21		Rt/L2.1; Rt/L2.3; Rt/L2.6; Rt/L2.8; Rw/L2.1; Rs/L2.1		C2.2
Getting a qualification – writing evidence	Ma 3:22–3:23		Wt/L2.7; Ww/L1.1; Ww/L1.2; Ws/L1.3; Ws/L1.2; Wt/L1.6; Wt/L2.5		C2.3
Getting a qualification – making the most of appraisal	Ma 3:24–3:26		Rw/L1.1; Rw/L1.2; Rt/L1.1; Rt/L2.1; SLc/L2.1; SLc/L2.3; Wt/L1.2; Wt/L1.1		C2.1

Skills checklist

Every workplace has its own ways of working. You need to make sure that you understand what is expected of you and what your role is. Working effectively is about working safely, working with a wide range of people and understanding workplace systems. A lot of information at work will be displayed on the staff notice board and it is up to you to check this and keep up to date.

Work is also about earning money and getting new skills and qualifications.

You will need all the following skills to be confident in your workplace. Tick the skills you are confident about already. Use the materials to work on skills that you have not ticked. Check the list again later to see if you have improved.

Skills for the work environment	Now	Later
Understand your role at work		
Understand information on the staff notice board		
Read and understand workplace policies and procedures		
Check your payslip		
Get on with people at work		
Work effectively as part of a team		
Get a qualification		

PAGES 3:1–3:2

Your role in the workplace

Occupational setting

All employees should make sure they understand the scope of their job description and the conditions of their employment. Many do not, and may be more vulnerable as a result.

Within the manufacturing industry, most people work as part of a team, which is usually led by a team leader who takes overall responsibility for the line or production area. Each team member has a part to play and the success of the team will depend upon everyone working efficiently together. Knowing what you are responsible for is part of taking responsibility within the team. This theme develops some of the reading skills required to read and understand longer pieces of text such as terms and conditions of employment and job descriptions that set out responsibilities.

Materials

Terms and conditions of employment from the Source material (0:27)

Learner's own/other examples of terms and conditions of employment

Learner's own/other examples of job descriptions

Dictionaries

Learning outcomes

1 To use the format of texts to find information that has particular relevance to the reader (focus page, Tasks 1 and 3)

2 To use different reading strategies to obtain information (focus page, Tasks 2 and 3)

3 To find or work out the meaning of unfamiliar words and phrases (focus page)

Suggested teaching activities

Introduction

- Ask learners to describe their job to a partner or colleague and to list the members of their own team at work. Give headings or cards as prompts to support this such as job title, main responsibilities, who they report to, etc.
- Discuss the different roles within a team. How can an individual operative identify and understand his/her own responsibilities? Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people work together as part of a wider team. Use colour/highlighting to link teams of people on the chart.
- Discuss documents about procedures, contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these challenging, and often avoid reading them unless there is a problem with their terms and conditions of employment. However it is important to understand them as they affect your work.
- Stress the need for reading carefully to ensure understanding prior to signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this. Some learners may have experience of companies being merged with others or taken over by bigger organisations.

Focus page

- Draw attention to the particular reasons for understanding the terms and conditions of employment and job descriptions using the focus page. Offer strategies for improving understanding:
  - Using titles, headings and subheadings and key words to identify the parts that are relevant. Headings and sub-headings can be spotted because they look different in some way. They may be bold, in capital letters, underlined, in a different style of print, bigger, numbered, or have bullet points.
  - Point out the numbering on the job description. How does it work? What other ways are there of numbering? (i, ii, iii, iv, v, etc.; a, b, c, d, e, etc.)
  - Stress that it is not always necessary to read every word of a document, just the bits that apply to you. Skimming and scanning texts are dealt with elsewhere in the product (e.g. 'Reading policies and procedures' in Module 3).

  - Suggest identifying difficult/technical words and using context, the glossary, a dictionary or colleagues to guess and check meaning. Practise using examples from workplace texts. Make sure learners can use the dictionary and glossary and understand the definitions. Give plenty of explanation about how these work and let learners practise first on simpler words of their choice. Dyslexic learners should be encouraged to compile a personal glossary. They would also benefit from practising difficult words by putting them on cue cards with the explanation on the reverse.
  - Spend time on how the words identified should be listed on the board, along with their meaning. This can be added to throughout the session.
  - Re-wording difficult text – ask learners to try explaining sentences from a workplace document in their own words to a colleague. Does this help to make it clearer? This can be a difficult task for learners and may be supported by questions from a colleague.
- Use the skills above to model reading and understanding the advert/job description/terms of employment on the focus page.
- Match the information in the texts on the page. Does it all describe the same job accurately? Is it clear exactly what Josh Franklin has to do every day?
- If appropriate, repeat the exercise with a learner's job description/contract of employment.
- ESOL learners in particular may experience difficulty with the terminology and phrasing used in these documents. Phrases such as 'covered by this contract', or 'via your line manager' (from the Terms and conditions of employment sheet in the Source material) will need interpreting.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	202	C1.2
Rt/L1.3		
Rt/L1.4		
Rt/L1.5		
Rw/L1.1		
Rw/L1.2		

Task 1

Use headings to locate information
Rt/L1.4

- Make sure learners have a copy of the Terms and conditions of employment from the Source material and that they understand that it is for a fictional Davin Mahmud in a fictional company called Furniture Fast and Co.
- Explain that this task requires them to decide in which section they will find certain information. This means linking the information required with the sub-headings on the page.

If the learner has difficulty

- Encourage the learner to cover all the tasks except the one being tackled or put each task on a separate card to help focus on the task.
- Go through the questions one by one with the learner.
- Encourage the learner to find the relevant section first by asking questions. For example, read out the sub-headings and ask, *Which of these is likely to have information about your hours?*
- Encourage the learner to look for key words in the text, such as 'hours'. Highlight the word when they find it. Give additional practice at scanning for key words to learners who need it. This can be developed into a game where partners compete to look for words.
- Dyslexic learners may have difficulty with this text for a number of reasons: font size and style, volume and density of text. Ask the learner which strategies they use to help them with text such as this and support them to use these strategies. Methods may include enlarging the whole text or chunking it by covering up most of the text with paper or card. This will help with tracking. Photocopying onto coloured paper will also help some learners.

Extension

Give learners some scenarios in which they might need to check the terms and conditions of employment. For example:

– Davin is off sick. He has asked his mate Ted to report it for him but Ted forgets until lunchtime. When he goes back to work Davin is told that his pay will be deducted. Can the management do this?

– Davin notices that everyone is buying discount goods at work. When he asks about it he is told that he hasn't worked there long enough. Is this right?

Task 2

Find specific information from a document
Rt/L1.5

Remind learners about skimming and scanning methods taught elsewhere.

If the learner has difficulty

- Encourage learners to highlight a key word in each question and scan the text for it. For example, '8' for number 1, 'Friday' for number 2 and 'times' for number 3.
- Refer to *Skills for Life* materials for extra reading activities (*Skills for Life* Level 1 Unit 4).
- ESOL learners may experience difficulty with some of the phrases and terminology in the text. This will need explaining and supporting.

Extension

Ask learners to highlight other words that they perceive to be problematic or difficult. Practise defining words and using the words verbally in different phrases or sentences. Ask them to construct a word search or crossword using their own definitions as a clue.

Task 3

Use a range of strategies to read a text
Rt/L1.5

Learners will be scanning a text for a suitable heading, skimming to see that they are looking at the correct section and reading it in detail to extract the necessary information.

If the learner has difficulty

- Break the task into smaller steps, e.g. ask: *Which section do you think you would find this information in? Which key word do you think would be a good one to search the text for? What does the sentence say? Are there any words you need to find out about?*
- The learner should practise explaining difficult text in their own words.
- Discuss other strategies for understanding this kind of document, e.g. asking someone who is able to explain the information clearly and accurately.

Extension

- Ask learners to look up the words 'employees', 'accrue' and 'entitlement' from the sentence: '**Employees** joining the company **accrue** paid holiday **entitlement** at the rate of 1.833 days per month.' Ask learners to re-write the sentence in their own words.
- Develop a quiz for other learners based on this text or learners' own job descriptions/ conditions of employment.

Theme assessment

Ask learners to read through their own terms and conditions of employment and give a summary of their rights and responsibilities in the company. This can be done in pairs as a discussion. Discuss any contentious issues as a group.

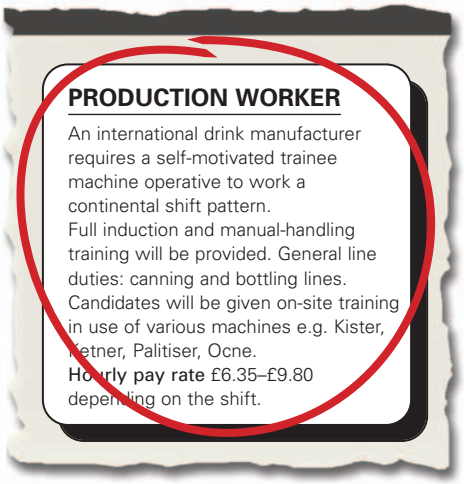
Your role in the workplace

Focus

It is important for you to know:

- what **your** duties are
- what **your employer's** duties are
- what the duties of **other members of the team** are.

A **job advert** will give you an idea about what the job involves.



PRODUCTION WORKER

An international drink manufacturer requires a self-motivated trainee machine operative to work a continental shift pattern.
Full induction and manual-handling training will be provided. General line duties: canning and bottling lines.
Candidates will be given on-site training in use of various machines e.g. Kister, Metner, Palitiser, Ocne.
Hourly pay rate £6.35–£9.80 depending on the shift.

Job Description

NAME: Josh Franklin
POST TITLE: Production worker

1. Job purpose:
To operate machinery to required company standards

2. Main duties and responsibilities:

2.1 Set up machinery.
2.2 Switch on machinery.
2.3 Check for efficient running of machine – temperature, speed and pressure.
2.4 Adjust machinery where necessary.
2.5 Follow correct procedures for calling maintenance staff.
2.6 Clean and maintain work area.
2.7 Carry out general line duties as required.

Your **job description** tells you exactly what the job involves.

Your **terms and conditions of employment** sets out your rights and responsibilities at work.

TERMS AND CONDITIONS OF EMPLOYMENT
GIVEN PURSUANT TO THE EMPLOYMENT RIGHTS ACT 1996

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

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

2. Commencement of employment: 4th December 2006

3. Probationary period
3.1 The employee's employment is subject to a probationary period of 3 months.
3.2 The Company reserves the right to extend the initial 3-month probationary period subject to clause 3.5
3.3 If the Company wishes to terminate the Employee's employment during the probationary period, it will be required to give him/her one week's written notice.

- Use the headings to find the information you want.
- Search the text for key words to do with the subject you want to know about.
- Try to guess the meaning of an unfamiliar word by reading the words around it.
- Check out meanings in a glossary or dictionary or ask a colleague.
- Ask for advice about anything you don't understand.

Your role in the workplace

Task

You will need the Terms and conditions of employment from the Source material for these tasks.

Task 1

Which heading would you look under to find out this information?

1 The hours Davin is expected to work

2 What Davin should do if he can't go to work

Tip

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

Task 2

Look at the section *Normal hours of work*. Answer yes or no to the questions.

1 Does Davin have to start work at 8 o'clock? Yes / No

2 Does he have to work until 5 o'clock on a Friday? Yes / No

3 Is he sometimes expected to work at different times? Yes / No

4 Will his line manager tell him if his work hours change? Yes / No

5 Is he paid overtime if he works more than 39 hours a week? Yes / No

Tip

Pick out a key word from the question and try to spot it in the Terms and conditions of employment.

Task 3

✓ Tick all the statements that are true.

The Terms and Conditions of Employment for a General operative at Furniture Fast and Co. say that he or she must:

1 Let the company know by 9 o'clock if he or she is not going to turn up for work. ☐

2 Take his or her holidays during factory shutdown. ☐

3 Give the company one week's notice during the probationary period. ☐

4 Eat lunch in the canteen or off site. ☐

5 Report any injury that occurs at work. ☐

Tip

Check that you understand what your responsibilities are by:

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

PAGES 3:3–3:5

The staff notice board

Occupational setting

All workplaces should provide information to staff via a staff notice board. However, staff members do not necessarily read the information on a regular basis. The notice board can become so familiar that staff members ignore it, thus missing important information. In other cases, staff might not think the information is for them or might struggle to read it, especially if there is a lot of it. This focus is about raising learners' awareness of staff notice boards and introduces the different formats and types of information that might be found there. It looks at strategies for recognising and accessing different text formats and finding information using skimming and scanning skills. The activities in the introduction and focus page use information from a workplace notice board. If this is unavailable use the Source material or materials you have collected from the workplace.

Materials

Large versions of the following pages from the Source material:
- Bar chart and line graph (0:28)
- Instructions for entering the 'clean room' (0:29)
- Organisation chart (0:30)
- Memo (0:31)
- Gross misconduct policy (0:32)

Copy of just the table from the Gross misconduct policy for an OHP

Quiz-style questions about information on the staff notice board based on the sort of questions asked in Tasks 1 and 2 (for the Theme assessment)

Learning outcomes

1 To recognise the different purposes of text that can be found on a workplace notice board (focus page, Task 1)

2 To be able to skim-read titles, headings, illustrations and other features of information found on a notice board at work (focus page, Task 4)

3 To be able to use strategies to find and read relevant information from different kinds of text (focus page, Task 2)

4 To understand and use different formats of information, including graphs and charts (focus page, Task 3)

Suggested teaching activities

Introduction

- Ask learners whether they can answer these questions:
  - Where is your staff notice board?
  - What kinds of information can you find on the notice board?
  - Who can put information there? Is it all staff members? Management only? Union representatives?
  - How long can information remain on the notice board? Is there a fixed time for notices to be there? Does some information stay there for a very long time, and others change regularly?
  - Do they regularly look at the notice board or hardly ever? What are their reasons for looking or not looking?
- Where possible, go and look at the staff notice board after this discussion. Establish whether learners are surprised by what they find there.
- Count or imagine how many **different kinds of information** can be found there. Write the different categories on a flipchart or whiteboard. Examples could include advertisements; health and safety information; information about the company; information about meetings; social information; the structure of the company, etc. Where possible, make tallies of the information under these categories.
- Ask learners what **clues** they can use to decide which kind of information they are looking at, without reading everything. Talk about:
  - headings and subheadings
  - layout and structure
  - pictures – illustrations, symbols, diagrams
  - graphs and charts
  - the kind of writing used – handwritten or typed? A lot of writing or only a little? Big, clear, bold fonts; fancy lettering; or small, close type?

  - the use of paragraphs
  - the language used – is it formal or informal, attention grabbing or very serious?
- Make a table on a flipchart or whiteboard. Use the **types of information** as headings for columns and the **clues** as headings for the rows (or vice versa). Fill in the table using the actual notices on the notice board, or using a range of information which could be used on the workplace notice board, or the information from the Source material.
- Note: ESOL learners need to build up their reading comprehension by identifying the purpose of text and key discourse markers and the purpose of reading.

Focus page

Note: as this page has a lot of information on it, tutors might prefer to use the Word version and amend the focus page, turning it into two pages or taking out the small versions of the texts and using the source material (large versions) to match to the descriptions.

- Compare the table you made for the introduction with the table from the Gross misconduct policy from the Source material, reproduced on an OHP. Note the similarity in structure and the differences. Talk about how to read across the rows and down the columns to find the information required. Talk about what kind of information is best represented in table form. Most manufacturing settings will use table formats extensively for recording information as well as for giving information. Ask learners for examples of both.
- Look at the large version of the bar chart in the Source material. Explain what a key means and point out the key used at the bottom of the bar chart, showing what each block of colour represents. Help learners to read this chart. Then compare it to the line graph – what differences and similarities are there? What kind of information might you find in a line graph?
- Look at the other notices in the Source material. Ask learners to decide where they would fit in the table they have created. Focus on the differences and the similarities between the different notices, and compare them to those in the learners' own workplace.
- Check that learners can follow the organisational chart. Explain that this shows the structure or line management of the company (for example, from the Director (in overall control) downwards). Compare the information to staff structures in their own setting.
- Write some key words taken from the documents on slips of paper. Ask learners to find the key words and explain what strategies they used to find them. Check whether learners found it easier to search for a familiar or for an unfamiliar word.
- Discuss how you can tell how long a notice has been on the notice board. Some organisations require everything to be date-stamped; in others, you may have to rely on other clues, or ask a supervisor. Go over different ways of writing the date, including abbreviations of months and days of the week. Make sure learners are aware that when a date is written numerically in the UK, the day comes first, then the month and finally the year.
- Make a checklist of the types of information shown on the focus page – for example, charts, graphs, instructions, policies, etc. – and make sure that learners are confident with their purpose and format.

Curric. refs	NOS/NVQ	Key Skills
HD1/E3.1		N/A
Rt/E3.2		
Rt/E3.6		
Rt/E3.7		
Rt/L1.4		
Rt/L1.5		

Task 1

Look over the notices from the Source material to answer the questions
Rt/E3.2
Rt/E3.6

- Give learners the range of documents from the Source material to look through. They need to scan their eyes over them to work out what each one is for.
- You may need to help learners with the vocabulary in the questions.

If the learner has difficulty

- Tackle the questions one at a time with the learner and make sure they understand what to look for.

- Help the learner to decide which key words to look for (written in bold) and write them down on slips of paper. Help the learner to use these to search each document for the correct answer. Make sure the learner isn't attempting to read every word. Use cards or sticky notes to help the learner physically scan to match up the words.
- Help the learner to look up some of the vocabulary in the glossary and/or a dictionary. Encourage them to keep a personal list of unfamiliar words and their meanings to look at every now and again. These could be stored in a notebook, on a hand-held PC, or even on a mobile phone, so that they are available most of the time.
- Dyslexic learners would also benefit from practising difficult words by putting them on cue cards with the explanation on the reverse.

Extension

Ask learners to use the Source materials to summarise the sort of information given in the three documents not used in the answers to Task 1.

Task 2

Scan different texts to find information
Rt/E3.7
Rt/L1.4

Give learners a copy of the Gross misconduct policy, the Memo and the Instructions for entering the clean room. Explain that they do not need to read every word of these documents to find the answers to the questions. They should scan over each one looking for the key words that will help them.

If the learner has difficulty

- Tackle the questions one at a time with the learner and make sure they understand what to look for.
- Help the learner to decide which key words to look for and to write them down on slips of paper. Help the learner to use these to search each document for the correct answer. Make sure the learner isn't attempting to read every word. Use cards or sticky notes to help the learner physically scan to match up the words.
- Help the learner to look up some of the vocabulary in the glossary and/or a dictionary. Encourage them to keep a personal list of unfamiliar words and their meanings to look at every now and again. These could be stored in a notebook, on a hand-held PC, or even on a mobile phone, so that they are available most of the time.
- Where a learner is unfamiliar with a particular kind of document, find some more examples to practise scanning.

Extension

Ask the learner to use the documents on the workplace notice board to make up similar questions for a colleague to answer. Ask for one question per document.

Task 3

Read information from a bar chart and a line graph
HD1/E3.1

- Go over the bar chart and the line graph with learners. Ask learners to explain to you how to read information from each one. If necessary explain vocabulary such as axis and key, and explain the types of injuries described.
- Ask learners to read the questions and use the documents to find the correct answers. Remind them to tick the correct answers.
- Help learners to read the questions where necessary.

If the learner has difficulty

- Some learners may need more support in understanding bar charts. Focus on a different and simple bar chart showing a small number of items that are relevant to the learners' experience. Build on this, increasing the number of variables only when the learner is sound in understanding.
- Then read each statement with the learner and ask them to explain to you how to find the information on the bar chart or graph.
- Find the information together and ask the learner whether the statement is true or false.

Extension

Give learners examples of different kinds of information and ask them to decide whether the information would best be represented in a bar chart or line graph. Ask them to choose one example of each kind and to draw a new line graph and bar chart.

Task 4

Recognise different formats and their purpose
Rt/E3.2
Rt/E3.6
Rt/E3.7
Rt/L1.4
Rt/L1.5

- Learners will need to take a pen and paper to their workplace notice board to answer these questions.
- Learners should make a note of what they see there, first ticking off the different kinds of document that match those on the list.
- They should then draw a diagram of a section of the board and label it, using a key. Give an example of the way they might set out the diagram, using numbered squares to represent the documents and a numbered list giving the document types. Alternatively, use different colours to represent different types of document.

If the learner has difficulty

- Go through the list of different kinds of document given and make sure the learner understands what each one might look like and what each one is for.
- Where possible ask learners of similar ability to work together to decide what kind of documents are on the notice board. Remind learners to look for key words in headings that match some of the vocabulary used in this module.
- The learner could write key words from the notices on squares of paper and use these to make a diagram of what is on the notice board by gluing them to a page. Help the learner to extend their use of these words by writing the key in more detail.

Extension

Ask the learner to check whether the information on their workplace notice board is up to date. Ask them to make a note of anything that is out of date, and of anything they feel is missing from the board or is inappropriate. Make a note of these things and pass the note on to the person responsible for updating the notice board.

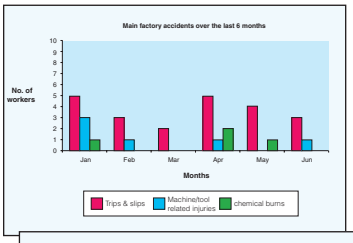
Theme assessment

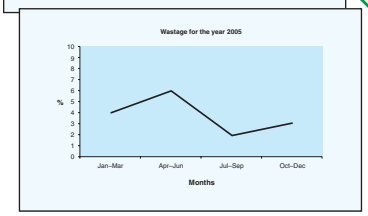
Using the documents on the learners' workplace notice board, prepare some quiz questions for learners that will test their ability to identify the different kinds of document there and what they are for.

The staff notice board

Focus

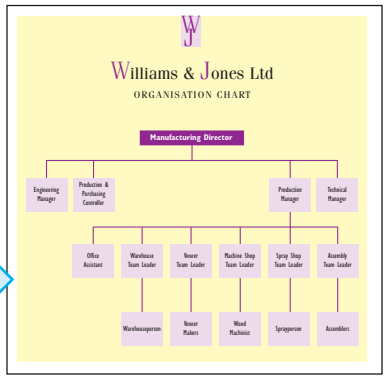
You may walk past your staff notice board every day but without really noticing it. Or you may stop and look for new information. Here are some of the different types of information you might find on your notice board. How many do you recognise?





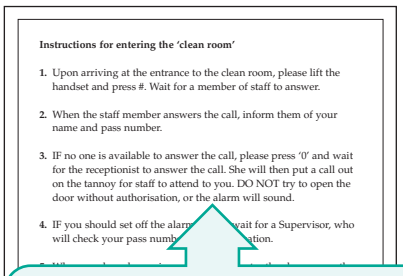
Charts and graphs are used to present information (data) in a visual way.

- Use the graph title to get an idea of what it shows.
- Use the key if there is one.
- Look at the information on each axis.
- Blocks or lines represent quantity.



Organisation charts show the relationship between things.

- Follow the connecting lines up, down and across.

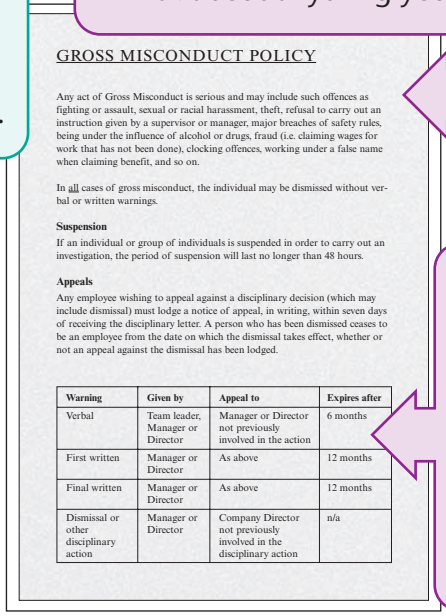


Instructions are usually set out as numbered points. There might be more than one instruction in each point. Look out for:

- what you **must do**
- what you **must not do**
- what you **might do** in certain situations.

Policies may look dull but they give important information.

- Look for titles and headings to get an idea of what the policy is about before you read it.
- Ask about anything you are not sure of.


GROSS MISCONDUCT POLICY

Any act of Gross Misconduct is serious and may include such offences as fighting or assault, sexual or racial harassment, theft, refusal to carry out an instruction given by a supervisor or manager, major breaches of safety rules, being under the influence of alcohol or drugs, fraud (i.e. claiming wages for work that has not been done), clocking offences, working under a false name when claiming benefit, and so on.

In all cases of gross misconduct, the individual may be dismissed without verbal or written warnings.

Suspension

If an individual or group of individuals is suspended in order to carry out an investigation, the period of suspension will last no longer than 48 hours.

Appeals

Any employee wishing to appeal against a disciplinary decision (which may include dismissal) must lodge a notice of appeal, in writing, within seven days of receiving the disciplinary letter. A person who has been dismissed ceases to be an employee from the date on which the dismissal takes effect, whether or not an appeal against the dismissal has been lodged.

Warning	Given by	Appeal to	Expires after
Verbal	Team leader, Manager or Director	Manager or Director not previously involved in the action	6 months
First written	Manager or Director	As above	12 months
Final written	Manager or Director	As above	12 months
Dismissal or other disciplinary action	Manager or Director	Company Director not previously involved in the disciplinary action	n/a

Memos give up-to-date information. These may be changed daily or weekly.

- Make a note of any key things you need to remember, such as dates.

Tables are set out in **columns** (down) and **rows** (across).

- Use the column and row **headings** to find the information you need.

The staff notice board

Task

You will need large copies of the documents shown on the focus page from the Source material for these tasks.

Task 1

Underline your answers to these questions.

1 Which document gives you information about **accidents** at work?

Bar chart Line graph Instructions
Organisation chart Memo Policy

2 Which document tells you about **suspension** for misbehaviour?

Bar chart Line graph Instructions
Organisation chart Memo Policy

3 Which document tells you who is in charge of the **office assistant**?

Bar chart Line graph Instructions
Organisation chart Memo Policy

Tip

You might find the answers by:

- recognising the layout
- reading the headings
- searching for key words (written in **bold** in the questions).

Task 2

1 You will need the table in the Gross misconduct **policy** for these questions.

a After how many months does a **final written** warning **expire**? _____

b Who is a **final written** warning **given by**?

_____

Tips

- Use the column headings to help you find the information.
- Track across the rows.

2 You will need the **memo** for these questions.

a On which **date** are representatives from Havisham & Co visiting the factory? _____

b What are staff told to keep **clean and tidy**? _____

3 You will need the **instructions** for these questions.

a How many instructions tell you *not* to do something?

_____

b What do you **press** if no one is available to answer your call? _____

Tip

Look for the key instruction words in capital letters.

Rt/E3.2; Rt/E3.6; Rt/E3.7; Rt/L1.4

The staff notice board

Task

Task 3

Study the **bar chart.** Tick the statements below that are correct.

1 More workers had slip and trip injuries in April than in March. ☐

2 No one had a chemical burn injury in February, March or June. ☐

3 There were no machine- or tool-related injuries in January. ☐

Study the **line graph**. Tick the statements below that are correct.

4 The amount of wastage was higher in April to June than in July to September. ☐

5 The lowest amount of wastage occurred between October and December. ☐

6 The highest amount of wastage was 6%. ☐

Tip

Find the **bar chart** information from:
- the axes
- the key
- comparing the height of the bars.

Tip

Find the **line graph** information from:
- the axes
- the height of the line.

Task 4

1 Look at your staff notice board at work.

2 Tick the documents that you find.

3 For each one, write a brief description of what it is for or about.

Document type	✓	Description
Table		
Chart or graph		
Policy		
Memo		
Instructions		
Organisation chart		

4 Draw a diagram of all or part of your notice board. Show at least six documents that are on it. Number the documents and make a key to show what they are.

Tip

Choose a range of formats from your notice board.

HD1/E3.1; Rt/E3.2; Rt/E3.6; Rt/E3.7; Rt/L1.4; Rt/L1.5

PAGES 3:6–3:7

Reading policies and procedures 1

Occupational setting

New employees will be given a lot of information to read during the induction stage of their employment. They may also need to access a manual of company policies and procedures at some stage in their working lives to check out a problem and to find out how the company will deal with it. Reading and understanding this complicated information can be a problem. The two focus pages aim to highlight some reading techniques that can be used to access the information.

Materials

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

A selection of paperbacks, telephone directories and other books with indexes/contents lists Dictionaries

Learning outcomes

1 To use a range of reading techniques including skimming, scanning and alphabetical order to find information (focus page, Task 1)

2 To use text layout and format to locate information (focus page, Task 1)

Suggested teaching activities

Introduction

- Pick up and show each type of staff 'resource' you have gathered.
- Ask learners to think about each resource and decide which one would give them specific information about their organisation: e.g. *Which of these might help you find out what to do if you were constantly harassed or bullied by another member of staff?*
- If you have enough resources you can run an information race in groups. Each group has a selection of policies, procedures etc. on the table. Give a scenario or question and see which group is quickest to locate the correct document in which to find the answer. This is about locating the correct document rather than giving the answer, although the activity can be used again to find specific information in response to a query.
- Ask the group to work in pairs. Give each pair a 'resource' to look at. Ask them to feedback to the rest of the group:
  a) the name of the 'resource'
  b) how it is organised (e.g. in alphabetical order, contents page and numbered pages, sections)
  c) one useful fact they have found from it.
- Ask learners why they think companies and firms have strict rules and regulations (for Health and Safety compliance; because everyone can work to a common set of standards; avoids chaos; protects workers rights; insists on a culture of responsibility; ensures equal opportunities, etc.). Discuss the value of knowing the rules when working in a team. Stress the need for understanding to ensure that correct responsibilities are taken and that learners' own rights are protected.
- Discuss the importance of knowing where to find such information, should it be needed and most importantly, how to extract the information once the document has been identified. Remind them of what they have just done in pairs with one work-based resource – found its title, skimmed and scanned it to establish the main features and how it is organised, and extracted one fact from it by detailed reading.
- Investigate learners' existing strategies for dealing with such texts and acknowledge the value of them if success is achieved. Value learners' strategies, and name skills such as skimming and scanning so that learners become familiar with the techniques and will recognise these throughout the materials.
- Reinforce the ideas that the world is full of written material and that it is impossible to read everything, so choices have to be made. We sort out what information we need 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?'

Focus page

Note: ESOL learners need to build up their reading comprehension by identifying the purpose of text and key discourse markers, and the purpose of reading.

- Using skills discussed above use the information on the page to work through the stages of finding a particular piece of information in a large manual. Use questions and answers to elicit information such as the title of the manual, which page deals with security, etc.
- Discuss numbering, bullet points, headings and sub-headings as ways of navigating through a large document. Roman numerals may require explanation.
- Check that learners understand alphabetical order by the first letter and any subsequent letters. This is a skill that is required for using dictionaries, glossaries, indexes and contents lists. Learners who have difficulty with these skills should be given additional support. Use the *Skills for Life* materials as an additional resource, Level 1 Unit 2, Entry 3 Unit 2.
- Look at other contents pages to see how they are organised.
- 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.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	202	C1.2
Rt/L1.5		
Rw/E3.4		

Task 1

Use a range of reading techniques to find relevant information
Rt/L1.5
Rt/L1.4
Rw/E3.4

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

If the learner has difficulty

- Check the different reading skills of the learner by observing them through some directed tasks, for instance, *Can you find the title of this book? Which leaflet would you use for …? Can you find the word xxxx on this page? What is this sentence saying?* Learners may experience difficulty with reading at different levels. Some may still be at the stage where they feel they should read every word of a document. Extra practise at skimming and scanning should be given to introduce higher level reading skills. Other learners may be good at pinpointing information through scanning and matching key words, but may find reading and understanding text very difficult. These learners will need help to interpret the language of more complex text and can be encouraged to read over information more than once and to read aloud to themselves in order to unpick complex sentences. Dyslexic learners should be encouraged to compile a personal glossary. They would also benefit from practising difficult words by putting them on cue cards with the explanation on the reverse.
- Dyslexic learners could highlight the information on the contents page for questions 2 and 3, if preferred.
- If there is no difficulty with reading skills, then it is possibly the size of the task or the writing involved that is causing the difficulty. Work through each question orally. If necessary write the answers for the learner, if it releases them from the inhibiting burden of writing.
- Establish that the difficulty is not with the numbering system. If there are some difficulties then suggest the learner uses a line guide to help in tracking across the contents to the page number.

Extension

Ask the learners to devise a similar quiz, using their own staff handbook, to try out on other learners.

Reading policies and procedures 1

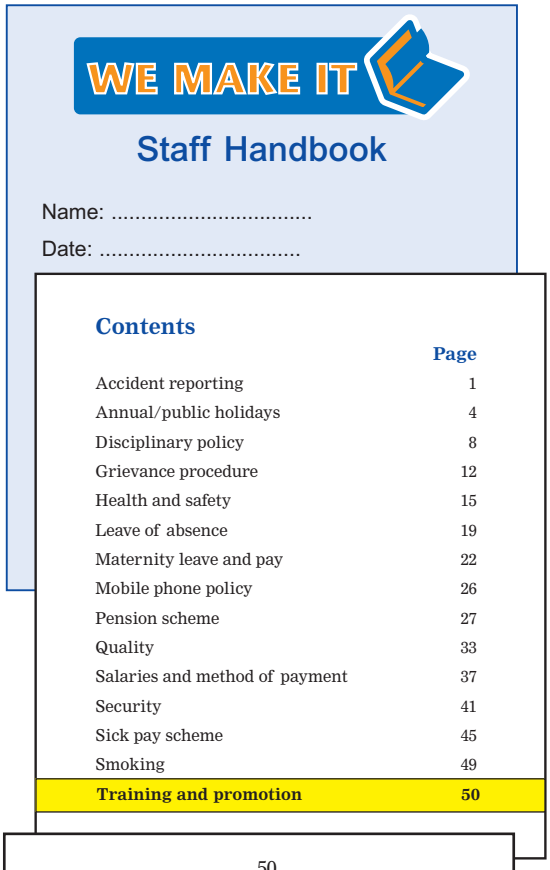
Focus

The staff handbook contains information about the **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.

Tip

To find out what to do if you want to take part in training, look in the **staff handbook** for the training policy.



WE MAKE IT

Staff Handbook

Name: .....

Date: .....

Contents

	Page
Accident reporting	1
Annual/public holidays	4
Disciplinary policy	8
Grievance procedure	12
Health and safety	15
Leave of absence	19
Maternity leave and pay	22
Mobile phone policy	26
Pension scheme	27
Quality	33
Salaries and method of payment	37
Security	41
Sick pay scheme	45
Smoking	49
Training and promotion	**50**

Where's the staff handbook kept in your workplace? Is it called something different?

- The **contents** page lists everything that is in the manual. This one is arranged in alphabetical order.
- You don't need to read every word of the list. Let your eyes wander down the list looking for the letter **T**.
- When you find the T words, search for 'Training'.
- This is like scanning for a familiar face in a crowd.

Page 50 has all the information about **Training and promotion**.

50

Training and promotion

The company considers that every employee should:

- Understand his or her job role and the contribution made to the delivery of the Annual Business Plan.
- Have access to the training needed to perform his or her current job role to the required standard.
- Be aware of the opportunities for personal progression within the company.

9.1 It is the policy of the Company to provide training and development opportunities for all employees.

9.2 Training and development is considered to be all forms of learning designed to improve performance and develop the abilities and potential of employees.

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

When you know you have the right page, read it through quickly to get the gist. Make sure it includes the information you want. Use these things to find your way around the page:

- headings and subheadings
- different types of lettering: **bold** and *italic*
- bullet points and numbering.

Reading policies and procedures 1

Task

Task 1

Use the skills you have been practising to answer the questions about the information on this page. Write your answers on a separate piece of paper.

Linkit
Assemblies

Staff Handbook

STAFF HANDBOOK

CONTENTS

Company background	1
Staff facilities	2
Absence policy	3
Accident reporting	4
Data capture	5
Fire	6
Hazardous substances	7
Holiday entitlement	8
Manual handling	9
Protective clothing and equipment	10
Quality policy	11
Security	12
Sickness payment	13
Terms and conditions of employment	14
Training and development policy	15

ABSENCE POLICY

3

Under the terms of the contract of employment, all employees have the following obligations:

3.1 To attend work regularly and punctually.

3.2 To seek prior permission from management for any proposed absences from work.

3.3 To notify the company as soon as possible, if necessary through a third party, in exceptional circumstances of absence from work without prior permission.

1 What is the title of this manual?

2 Which page deals with protective clothing?

3 What information would you find on page 11?

4 Are there any policies and procedures that begin with the letter **R**?

5 Put these into the correct alphabetical order:
Payment procedure
Grievance policy
Discipline policy

6 Put these numbers into the correct order.
6.4 6.1 6.3 6.2 6.5

7 Would a new employee look at page 3 to find information about being away from work?

8 How many times are the words 'absence' or 'absences' mentioned in the extract from page 3?

9 Does this extract from page 3 tell you about the obligations of employers?

10 Does section 3.3 tell you what to do if:
a you need time off to go to a party?
b you need time off when you haven't already asked permission?

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Rt/L1.5; Rt/L1.4; Rw/E3.4

PAGES 3:8–3:9

Reading policies and procedures 2

Occupational setting

See previous focus page

Materials

Absence procedure from the Source material (for Task 1) (0:33)

Learning outcomes

To read and understand the language of procedures and instructions (focus page, Task 1)

Suggested teaching activities

Introduction

- Recap work done on the previous page.
- List on a flipchart existing strategies learners have for reading in detail. These may include:
  - looking up unfamiliar words
  - chunking long sentences
  - reading more than once
  - reading aloud (to yourself).

  Many learners will use a combination of skills when tackling difficult text. Share any effective strategies with the group and ask learners to try them using text examples from the Source material.

Focus page

- Look at the focus page and identify any strategies mentioned on the page that come close to those learners have listed.
- As a group, identify unknown words and check that learners have strategies for understanding these. Place the words within relevant phrases to support understanding. Learners will often be reluctant to say that there are words they do not understand – use questioning to check that they are understood. Don't assume that learners can or will look up words. Introduce other strategies for finding the meaning of unknown words.
- Practise rewording/summarising phrases, sentences, paragraphs from the text on the page. Provide further practice from workplace documents. This activity may need structuring for learners having difficulty as follows:
  a) read through and identify the general gist
  b) discuss and make this into simple sentences
  c) read again to pick out additional detail to add to the explanation
  d) read again to check.
- Encourage learners to keep a personal notebook or glossary of words that are important to them, with definitions that are meaningful in their own context.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1 Rs/L1.1 Rw/L1.1 Rw/L1.2 Rw/L1.3 Rt/L2.8	C1.2	

Task 1

Read and show understanding of a written procedure by answering questions
Rw/L1.2
Rs/L1.2

- Make sure learners have a copy of the large version of the Absence procedure extract from the Source material.
- Remind learners that it is a good idea to read through the whole set of procedures before beginning to identify anything that is difficult to understand or carry out.
- Suggest that they highlight any words that they find difficult to read or understand and to remember that there is more than one strategy to find out what words mean. They could:
  - read the sentence aloud and work out the meaning from the context;
  - look up words in a dictionary;
  - use a glossary;
  - ask someone else;
  - use previous experience about the type of word or part of the word to predict meaning.

If the learner has difficulty

- Reduce the workload by giving the learner a more straightforward (in language terms) set of instructions and asking them some questions.
- Go back to the current task sheet and talk through each point with the learner. Ask the learner to highlight the words causing the greatest difficulty.
- Record a selection of these words and meanings in their personal dictionary.
- Learners who have a lot of difficulty with the reading in this task should be offered additional support. They could be directed towards a self-study grammar book such as *English Grammar in Use* by Raymond Murphy. However, dyslexic learners will require additional, specialist help.

Extension

Ask learners to restructure and simplify a procedure in as straightforward a way as possible; encourage them to use a range of methods for this such as highlighter pens to identify important details, cutting out and pasting, using sticky notes, etc. This activity should be completed as a collaborative exercise. Point out that simplifying is not always about creating shorter text. A simpler text may be longer, because instructions are broken down into even smaller steps.

Theme assessment

Choose a written procedure (e.g. whistle-blowing) from the learners' own workplace and use the strategies outlined to read and understand it. Devise a quiz for the rest of the group based on what has been read.

Reading policies and procedures 2

Focus

When you find the policy or procedure you need, **read carefully** to fully understand what it says.

Reading carefully might involve:

- reading aloud
- reading more than once
- reading a chunk at a time
- asking yourself questions about what you have read
- finding out the meaning of words and phrases that puzzle you
- thinking about what you have read in your own words

Ask yourself what you want to find out.

Tackle the text a chunk at a time.

Make sure you understand each chunk before moving on to the next chunk.

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

- You may be able to guess the meaning of a word from the other words around it.
- You may be able to guess the meaning from similar words that you already know.
- You may need to use a dictionary or glossary to find out the meaning or check that you have guessed correctly.

When you have finished, check that you have answered your question.

Put what you have read into your own words or explain it to somebody else.

If you still don't understand … ASK!

17

Mobile phone policy

Mobile phones can be:

- a distraction to your work
- a potential risk to health and safety
- a security risk.

This policy relates to all *Linkit* employees and all visitors, including contractors and agency workers. Failure to comply with any part of this policy may result in disciplinary action being taken.

1. Personal mobile phones

1.1 Personal mobile phones may only be used:

- outside of designated shift times
- during break times
- in non-operational areas, including any designated smoking areas.

Operational areas include the factory floor, offices, storage and yard areas.

1.2. All employees who bring a personal mobile phone must leave it in their locker during work time.

1.3. *All employees are reminded that it is an offence to use a mobile phone whilst driving.*

2. Emergency phone calls

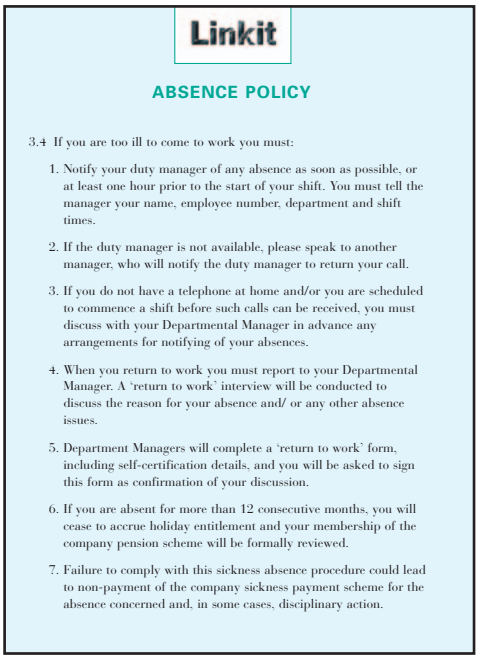
2.1 In an emergency situation, personal phone calls, on land lines only, may be made and/or received. Under these circumstances, the employee should advise their Line Manager, who will make any necessary arrangements.

Reading policies and procedures 2

Task

Task 1

You will need the Absence procedure from the *Linkit* Staff Handbook from the Source material to answer the questions.



Linkit

ABSENCE POLICY

3.4 If you are too ill to come to work you must:

1. Notify your duty manager of any absence as soon as possible, or at least one hour prior to the start of your shift. You must tell the manager your name, employee number, department and shift times.
2. If the duty manager is not available, please speak to another manager, who will notify the duty manager to return your call.
3. If you do not have a telephone at home and/or you are scheduled to commence a shift before such calls can be received, you must discuss with your Departmental Manager in advance any arrangements for notifying of your absences.
4. When you return to work you must report to your Departmental Manager. A 'return to work' interview will be conducted to discuss the reason for your absence and/ or any other absence issues.
5. Department Managers will complete a 'return to work' form, including self-certification details, and you will be asked to sign this form as confirmation of your discussion.
6. If you are absent for more than 12 consecutive months, you will cease to accrue holiday entitlement and your membership of the company pension scheme will be formally reviewed.
7. Failure to comply with this sickness absence procedure could lead to non-payment of the company sickness payment scheme for the absence concerned and, in some cases, disciplinary action.

1 Which of these best sums up what this procedure is about? Tick your answer.

- **a** what you must do if you are too sick to come to work ☐
- **b** what will happen if you don't report in sick ☐
- **c** how to report in sick, what will happen when you get back to work after sickness, and the penalties for not following the procedure. ☐

2 Write down the meanings of these words/phrases as they are used in the procedure.

- **a** notify _____
- **b** prior to _____
- **c** accrue _____
- **d** comply with _____
- **e** consecutive _____

3 Write down the information you must tell the Manager when you report in sick. Use a separate bullet point for each piece of information.

-
-
-
-

4 What could happen if you do not follow this procedure? Write your answer in your own words.

PAGES 3:10–3:11

Checking your wage slip

Occupational setting

The wage slip is a very important and personal document for an employee. However, it can also be confusing until the layout and contents are familiar. The language can appear complex and the mix of words and numbers confusing. An employee should have the confidence and ability to understand and check the contents of a wage slip.

This focus page contains a breakdown of the essential details/information that must be on any wage slip.

Materials

Wage slip from the Source material (0:34) (theme assessment)

Learning outcomes

1 To understand and calculate gross pay (focus page, Tasks 1 and 2)

2 To identify and correct errors on wage slips (Task 2)

Suggested teaching activities

Introduction

- Discuss with learners the importance of being able to check their wage slips. Explain that it is part of being in control of their finances and that errors do occur even in large organisations.
- Explain that checking involves being able to read through, identify the different bits of information and understand what each represents.
- Explain that although a wage slip is personal to each individual, only certain bits of information are specific to that individual.
- Ask learners to look at one of their own wage slips (or one from the Source material) and suggest any confusing vocabulary that appears on them. Make a list of difficult words.

Focus page

Note: if your learners are paid on a piece-rate basis, it may be necessary to adapt the materials to account for this.

Dyslexic learners will benefit from having 'deductions' and the amount deducted highlighted so it stands out from the rest, otherwise there might be confusion about deducting this from the gross pay to get the net pay.

- Read aloud the information around the wage slip on the focus page and ask learners to look at the wage slip.
- Encourage learners to look at the way in which the information moves systematically from the employee's name, through the various stages of information to the take-home salary at the end.
- Discuss the meaning of abbreviations used such as hrs, SMP and W/E.
- Ask learners to identify which wage slip information/vocabulary will be the same for all employees at Brown's PLC and which details will be different, i.e. personalised.
- Work through the wage slip using the information boxes to help with explanations.
- Direct attention to 'Checking your wage slip' and ask learners to look at the first section, Hourly rate. The legal hourly rates are likely to change from time to time. Are learners aware of the current rates? Ask them each to make a mental note of which rate applies to them.
- Direct attention to 'Hours worked'. Read aloud through the example and ensure that each learner understands the three ways of presenting the number of hours and minutes. Take some time to explain that time may be recorded in different ways in different organisations and cultures. Use a set of cards with times written in different formats to practise this if appropriate.
- Ask learners to read the 'Gross pay' section. Ask them what they understand by the term 'gross' pay. Can they find this word on the wage slip? Go through the calculation to show how this is figure is arrived at. Do as much practice on this as possible to help learners understand the principle of the calculation.

- Ask learners to do the 'Try this' exercise. How will they calculate Sam's pay? What mathematical skill do they need to apply? Go through the calculation so that learners can see why they need to multiply.

  In one day you work 7.5 hours.

  In 2 days you work 2 × 7.5 hours.

  In 3 days you work …, etc.

  Then

  For 1 hour you get paid £4.10.

  For 2 hours you get paid 2 × £4.10.

  For 3 hours you get paid 3 × £4.10.

  For 22.5 hours you get 22.5 × £4.10.

  Elicit from learners that they need to multiply to work out:

  7.5 hours × hourly rate × 3 days

  i.e. 7.5 lots of £4.10 for 1 day's pay then × 3 for 3 days' pay. They could use calculators for this. Explain that this sort of calculation is part of the wage slip checking process.

  Note: ESOL learners may have different ways of laying out these calculations.
- Ask learners to read the 'Net pay' section. Ask them what they understand by the term 'net' pay. Can they find this word on the wage slip? Go through the calculation to show how this figure is arrived at. Do as much practice on this as possible to help learners understand the principle of the calculation.
- Ask them what happens between the gross pay amount and the arrival at the net/take-home amount. Try to elicit that this is where the deductions occur. Do they know what this word means?
- Ask learners why there are these deductions. Look at the wage slip. Discuss the terms 'Co. Pension', 'Income Tax', and 'National Insurance' and look at how they jointly form the deductions.
- Discuss annual pay and calculate using examples.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.1	202	N1.1

Task 1

Calculate gross weekly pay and gross annual pay MSS1/L1.1

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

If the learner has difficulty

- Does the learner remember the meaning of the term 'gross pay'?
- Are they able to:
  - find the minimum pay rates on the focus page and then apply them to the right employees?
  - understand that this hourly rate needs to be multiplied by 37?
  - do this calculation using a calculator?
  - record the weekly amount?
  - understand that this weekly amount needs to be multiplied by 52 for the annual amount?
  - do this calculation and record it?
- Encourage the learner to gather together all the details required for the weekly amounts and calculate these. It may help to cover up the 'per year' line to avoid distraction. When the three weekly amounts are recorded, then move on to the annual amounts.
- Learners having difficulty are most likely to be facing difficulty in handling and sorting all of the data from the different sources. They need to have a structured list of what they need to collect to carry out these calculations. Cards or sticky notes would be useful.
- Give learners a checklist that explains each stage or step of the calculations for the weekly and also the yearly wage. Talk through each step with them and support them to find the information as well as complete each stage of the calculation accurately.

Extension

Calculate the weekly gross pay, based on the minimum wage, for each of the three employees if they work 7.5 hours × 3 days.

Task 2

Check a wage slip to identify errors MSS1/L1.1

- Read aloud the information and instructions for Task 2.

- Remind learners of the systematic way in which you read the wage slip on the focus page – read from the top left hand corner down to the bottom then the right hand column down to the bottom. This makes it less likely that any details will be overlooked.
- Ask them to think about where an error is most likely to occur and why.
- When the error is found, use this as a good example of why wage slips should be checked.

If the learner has difficulty

- Make sure that the learner does not forget about the two written statements about Chris. Can they look for any clues in these statements as a starting point for finding an error? Try to elicit the fact that it would be quite easy to overlook the fact that one of her days was longer than the others.
- Encourage learners to look at the slip a column at a time, perhaps covering the other column to help them focus on reading it carefully to check for errors.

Extension

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

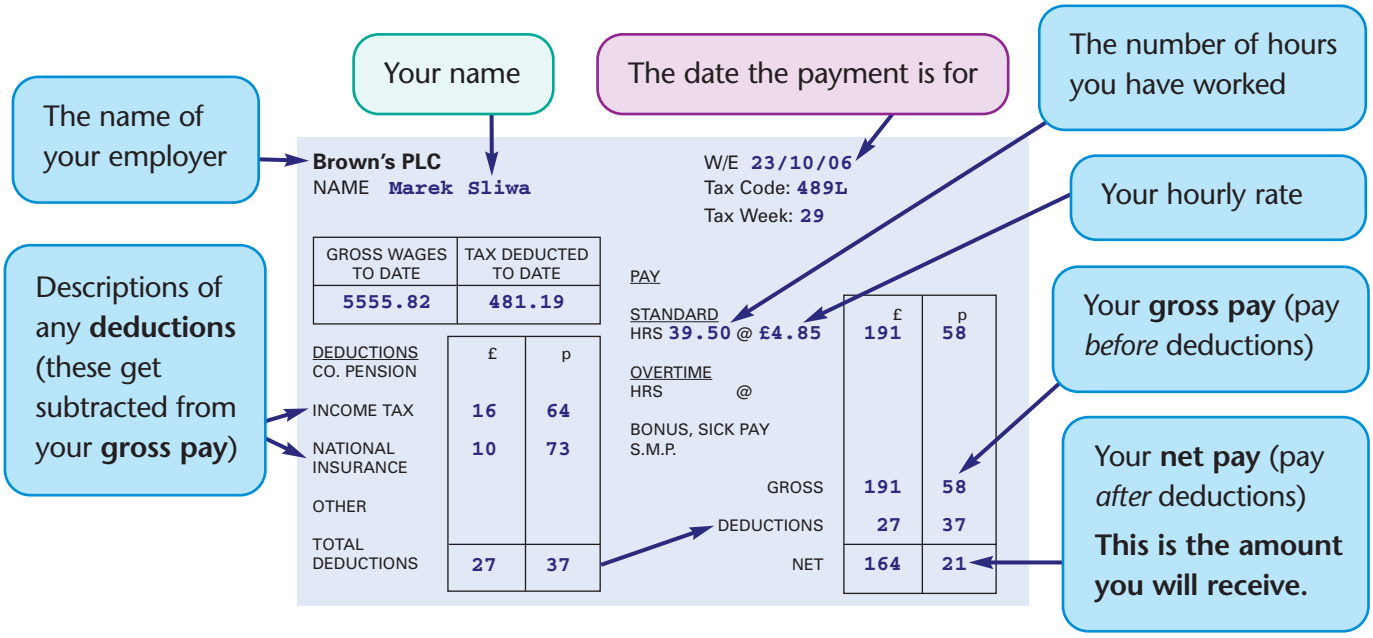
Theme assessment

Use the blank Wage slip from the Source material to create other wage slips with errors. Get learners to identify these errors.

Checking your wage slip

Focus

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



Checking your wage slip

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

The law says employees must be paid **at least** the minimum wage.
From October 2005 it is as follows:

Age 16–17:	£3.00 an hour
Age 18–21:	£4.10 an hour
Age 22 or over:	£4.85 an hour

Correct October 2004

- **Hours worked:** These are usually written as decimals.

Examples:

12 hours 15 minutes = $12\frac{1}{4}$ hours = 12.25 hours
39 hours 30 minutes = $39\frac{1}{2}$ hours = 39.5 hours
40 hours 45 minutes = $40\frac{3}{4}$ hours = 40.75 hours

Try this: Sam is 21 and gets paid the minimum wage. She works $7\frac{1}{2}$ hours a day for 3 days per week. How much is her gross weekly pay?

- **Gross pay:** this is what you have earned for the hours that you have worked. You calculate your gross pay like this:

hours worked × hourly rate = gross pay
39.5 hours × £4.85 = £191.58

- **Net pay:** The Government collects income tax and National Insurance contributions from your wages. These **deductions** are taken away from your gross pay. The amount left over is called net pay. You calculate net pay like this:

gross pay – deductions = net pay
£191.58 – £27.37 = £164.21

Checking your wage slip

Task

Task 1

Each of these employees is paid the minimum wage and they each work 37 hours a week. For each employee calculate their gross **weekly** pay and their gross **annual** pay.

Remember!
1 year = 52 weeks

1

Darren: age 19

£_____ per week

£_____ per year

2

Vicki: age 23

£_____ per week

£_____ per year

3

Jeff: age 17

£_____ per week

£_____ per year

Task 2

- Chris gets paid £5.10 an hour. She is paid weekly.
- Last week Chris worked $7\frac{1}{2}$ hours each day for 4 days and $8\frac{1}{2}$ hours for 1 day.

Check Chris's wage slip and correct any mistakes.

McConnell's PLC
NAME **Chris Wallasey**
WORKS/DEPT No **3229**

W/E **28/10/05**
Tax Code: **489L**
Tax Week: **30**

GROSS WAGES TO DATE	TAX DEDUCTED TO DATE
5583.37	461.62

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

PAY

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

PAGES 3:12–3:16

Speaking to people at work

Occupational setting

Workers in the manufacturing industry will need to speak to lots of different people including workmates, team leaders, managers and visitors. There will be occasions when important information needs to be communicated to people in difficult or noisy situations. It is important to understand what can affect spoken communication in the workplace, for example the need to adapt language to suit the situation, the person and the purpose. This theme introduces some of the skills required for adapting language, tone and body language to the situation.

Materials

Photographs of people talking to each other or communicating together if available. These can be taken in the workplace using digital technology and projected using PowerPoint

Audio equipment

Learning outcomes

1 To understand what affects spoken communication in the workplace (focus pages)

2 To recognise the purpose of communication (focus pages and Task 1)

3 To adapt language to suit the situation (focus pages and Tasks 2 and 4)

4 To recognise and use non-verbal communication/body language to communicate information (focus pages and Tasks 3 and 5)

Suggested teaching activities

Introduction

- Use photographs as a starting point (if available). Discuss different ways of communicating with people. Include non-verbal communications, e.g. gestures, expressions, formal hand signals. Ask learners to think of everyday examples, not just from work.
- Give learners a number of hand signals from, for example, traffic control. Ask learners to say what they mean. How do they know? What could happen if they don't recognise a signal such as 'stop'?
- Discuss any problems with reading body language. Use these to highlight both the things that are understood by everyone in the group and the things that are interpreted differently.
- Learners might like to give examples of signals used in other countries or cultures that mean something different. (Learners may be aware of the advert for a bank which illustrates this.) Use this to point out that there has to be a system at work that suits everyone.
- Discuss why it is important for you to understand people and for them to understand you at work. For example:
  - to keep everyone safe
  - to carry out your part of the job effectively
  - to work well as a team
  - to avoid disagreements and misunderstandings
  - to get the job done properly.

Focus page 1

- Go through each numbered section, reading through the points and discussing the questions in as much detail and possible.
- Discuss useful phrases or ways of checking the other person has understood what you said. For example:
  - Did you follow that …?
  - What was I saying? (not said sarcastically or accusingly)
  - Is there anything you want me to repeat or explain?
  - You look a bit confused. Would it help if I repeat it?
- If appropriate, discuss any everyday signals used in the workplace.
- Remind learners of the meaning of 'non-verbal' messages. Give a range of body language examples to illustrate this.

- Summarise the consequences of misunderstanding hand signals or gestures including the possible effects on safety and professional relationships.
- Ask learners to get into pairs or groups to experiment using different tones of voice in order to 'hear' the difference. This should include:
  - Saying the same sentence emphasising different words.
  - Saying the same sentence with a different emotion. For example 'bored', 'angry', etc.
- Introduce intonation and how this contributes to meaning. Give spoken examples of questions, statements, exclamations, requests, etc. and ask learners to listen for the difference. Then write these on the board with their proper punctuation so that learners can also see there is a difference. Note: ESOL learners may need lots of practice of appropriate intonation patterns for questions, requests, suggestions and so on, for example with a) a supervisor and b) a workmate.
- In pairs, give one person a piece of paper with an emotion written on it and ask them to say 'good morning' in that tone. The other person has to respond in any way they like and then analyse the effect the first person's tone had – how it made them feel or react.
- Discuss the meaning of open, closed, positive and negative body language, giving examples and asking what the learners interpret from them.
- Make a list of positive and negative body language. If a digital camera is available, take pictures of examples.
- Talk about how it makes learners feel if they are talking to someone who is looking away, folding their arms, yawning and so on.

Focus page 2

Relate the ideas discussed on focus page 1 to the ideas and practice on this focus page.

- Read through the information and discuss the questions for each section. Note any differences in interpretation of positive body language. Note: there are cross-cultural issues here, including the issue of personal space. Discuss this and draw out any differences.
- Point out and read through the tips.
- Conclude by giving learners three or four different everyday work scenarios. Ask learners to discuss ideas and then compile a list of ways of speaking clearly to be heard and understood in these different circumstances.

Curric. refs	NOS/NVQ	Key Skills
SLc/E3.1 SLc/E3.2 SLc/E3.3 SLc/E3.4 SLlr/E3.4	202 221	N/A

Task 1 21

Recognise the purpose of speech
SLc/E3.2
SLc/E3.4

- Explain that learners are going to listen to a short speech and that they need to decide on the purpose of the speech.
- Remind learners of the choices of purpose they have on the page. Also point out the tip.
- Play the audio clip (or enact the script): 'I've just… er… noticed that Pete's taken another break. He's not well. What should I do about it?'
- Discuss any expressions that might be unfamiliar, such as 'He's not well' (meaning 'he's ill'). Encourage learners to work out the meaning from the context.
- Get learners to concentrate on the intonation. Repeat the clip for further clarification.
- Repeat the clip as many times as required.

If the learner has difficulty

- Learners may find the spoken idiom problematic, as it does not sound like a direct question. Split the audio clip into three, stopping after the first sentence to ask direct questions such as, 'What does that mean?' Encourage learners to put the meaning into their own words.
- Do the same with the second and third sentence. Encourage learners to listen out for the key word 'what'. Ask them whether this word helps to give them a clue about the purpose.
- Go through each answer option applying it to the whole speech. Read the speech aloud as many times as necessary.

Extension

- Ask learners to explain how they might reword the information/question when speaking to their boss or to the foreman.
- Learners should share and discuss their examples for comparisons of language used.

Task 2

Recognise appropriate language
SLc/E3.2
SLc/E3.3

- Set the scene by reading out the introduction. Discuss what dangers there might be round machines so that learners are aware of the importance of this communication.
- Think about what sort of visitors might be in the factory.
- Read out the speech-bubbles and discuss any problems of meaning due to slang terms (for example 'Watch it!').
- Read the speech-bubbles out again to reinforce the decisions and discuss it as a whole group, making points about the style and appropriateness of the language. Refer to the examples on focus page 2 as a reminder for learners.

If the learner has difficulty

- Go through any language issues, such as the meaning of non-standard forms such as 'watch it'.
- Where learners are struggling to understand the language, emphasise the learning point that if they can't understand it then the visitor may not understand it either.
- Encourage learners to share ideas in groups. They can take the speeches out of order, dealing with the ones they find easiest to recognise as inappropriate first.
- Some learners might want to pick out their answer first and then discuss why they rejected the others.

Extension

- Ask learners to discuss what 'message' is being given to the visitor by the language and tone being used in each instance. They can start by discussing how the person comes across: for example, do they seem aggressive or rude, etc.
- Learners should feed back their observations to the rest of the class.

Task 3

Read meaning from body language and facial expression
SLlr/E3.4

- Make sure learners understand the instruction for this task.
- Put learners into groups so that they can discuss and share their ideas.
- Make sure learners know that they are to choose and tick one of the answers in the boxes but should discuss all the answers.
- Read through the tip.
- Encourage learners to 'act out' the facial expressions that they think go with each description in the boxes if this helps them to discuss the photo.

If the learner has difficulty

- Encourage learners to reject answers before selecting the correct one.
- Guide them through the first example, asking whether the person in the picture looks shocked.
- Go through the rest of the possible answers in the boxes one by one in the same way.
- Give learners time to think about and discuss thoroughly why they are accepting or rejecting each possible meaning. Use any differences of opinion to reinforce the teaching point about misunderstandings.
- Make sure learners come together as a whole group at the end to share opinions and see whether there were any differences in opinion.

Extension

- Ask learners to think of and discuss reasons why people might not understand an instruction.
- Ask learners to think of tactics for aiding communication in each of the instances they have considered and feed this information back to the class.

Task 4

Speaking to different people to pass on information and make a request
SLc/E3.2
SLc/E3.4

Questions 1–3

- Read through the exercise and make sure learners understand what they are being asked to do.
- Read through the example phrases and explain that learners can mark these as 1, 2 or 3, or cut them out and put them into appropriate piles. (Note that some might be appropriate for more than one person.)
- Work through an example of what you might say to your boss in order to introduce the topic. Do the same for the supervisor and the workmate.
- Discuss the ideas before asking learners to complete the exercise. Point out the tip.

Question 4

- Allow learners to decide on the personal reason for needing a day off work if this helps them.
- Ask learners to discuss this with a partner and to try it out in short conversations or role-play.
- Encourage learners to think of real work situations in order to give the exercise authenticity and meaning.

If the learner has difficulty

Questions 1–3

- Discuss the level of formality or informality of the language in each phrase shown on the page.
- Encourage learners to cut out the phrases and physically separate them into the appropriate piles.
- Discuss any phrases that learners are unsure of and explain that they may be suitable for more than one person. (There should be more than one copy of the phrases so the same phrase can be placed on the pile for more than one person.)
- Check through the information and ask learners to put the phrases into the order they might use them.
- Discuss their choices and get learners to think about what further information they might want to add to these phrases to make their point clear to each person. (This is in preparation for their own speech in question 4.)

Question 4

- Ask the learners to work together and choose one of the three scenarios. Make sure they are clear about the working relationship with the person they are speaking to and their purpose for speaking.
- Encourage them to discuss what they would say and to think about the language they are using.

Extension

- Ask learners to say the same speech in the 'opposite' exaggerated language. For example, changing formal to very informal or vice versa.
- Discuss what effect this would have on the other person. For example, if learner used informal language with the boss or formal language with a workmate.

Task 5

Use body language to communicate messages
SLlr/E3.4

- Go through the task with learners to make it clear that this is about seeing how clear hand signals can be or whether there is a problem with this sort of communication in the workplace (for various reasons).
- Explain to learners that they don't have to 'act out' every word – they just need to give the idea of the message.
- Give learners the chance to share their ideas at the end as a whole-class activity.

If the learner has difficulty

- Support learners through the first scenario, asking direct questions about how they might 'show' the phone call.
- Where there are differences of opinion or confusion caused by unclear or unrecognised gestures, emphasise this problem as a learning point – not everyone 'reads' the same message from gestures. Verbal language is generally more precise.
- Remind learners to try out some ideas on each other and get them to feed back to each other what is or isn't clear.

Extension

- Ask learners to find two or three hand signals (if any) that are used in their workplace to communicate instructions or information.
- They should make a note of the information and share it with the class.

Or

- Ask learners to find out what two or three common English gestures mean in other countries, or whether they mean something in a sign language for the deaf. They can do an Internet search for this information.

- They should make a note of the information and share it with the class.

Theme assessment

- Give groups of learners an emergency situation they might come across at work.
- Ask learners to find out whether there is a standard way of signalling this emergency and evacuating everybody.
- Ask learners to think about who is in danger and how they can communicate the information to everyone.
- Ask learners to demonstrate and explain the same message given in two different ways:
  - verbally
  - visually (through hand signals or gestures).

Speaking to people at work

Focus

You will speak to lots of different people at work. You will have different relationships with these different people. There are three main things that affect the way you speak to people at work:

1 your relationship with them
2 your reason for speaking to them
3 communication barriers.

You will also give **non-verbal** messages.

1 Your relationship

Which of these people do you speak to regularly?

boss team leader workmate
customer supplier
delivery worker visitor

You probably change your language when you speak to these people.

Think about how you change it, and why.

2 Your reason for speaking

- To share ideas
- To give a job update
- To ask for information
- To give instructions
- To pass on information
- To give advice
- To respond to questions

Think of other examples from your workplace.

3 Communication barriers

These things can cause problems:

- surrounding noise
- cultural differences
- personality clashes
- language barriers
- time pressures
- mood and attitude
- distance
- physical barriers.

Think about how these affect what we say.

Non-verbal messages

Whether we mean to or not, we give 'messages' to others about our mood or attitude through:

- ***tone of voice and intonation*** **– how** you say something, including the emphasis you put on certain words
- ***body language***
  - how you stand, sit, move and position your body
  - what gestures you use, your facial expression and whether you look a person in the eyes.

Body language can be closed, open, positive, negative or a mixture of these.

Speaking to people at work

Focus

Here are some ideas to discuss or try out.

1 Your relationship

The two main types of language we use are **formal** and **informal**.

Informal language is the sort of language you use with a _____.

Wanna hand, Sid?

Formal language is the sort of language you use with a _____.

Can I help you?

2 Your reason for speaking

a Advising a workmate on the best tool to use for a job

b Explaining why you don't like a certain type of music

c Asking what the time is

Which is mainly to pass on information?

Which is to find out information?

Which is mainly to give an opinion?

3 Communication barriers

How would you tell these people to stop work quickly in an emergency?

a A workmate who is wearing ear plugs

b A workmate who is using a drilling machine

c A workmate who is just learning English

d A workmate who is reversing a forklift truck

Think of more work situations when it is difficult for others to understand you.

Non-verbal messages

1

2

3

4

Which of these examples of body language is the most positive?

What messages are they giving?

Tips for good communication

- Adapt your language and tone.
- Check the other person understands.
- Ask questions.
- Repeat information.
- Use open and positive body language.
- Notice the listener's body language.

Speaking to people at work

Task

Task 1

21

Listen to an operative speaking to his workmate. What is the worker's main reason for speaking? Tick your answer.

a To pass on information ☐

b To give an opinion ☐

c To ask for information ☐

d To reply to a question ☐

Tip

There may be more than one purpose. Choose the main purpose.

Task 2

A visitor is getting dangerously close to a working machine. Tick the phrase that is most appropriate.

☐ *Watch it! This thing's going.*

☐ *You should be aware that while the cropper's in the process of operating, it's highly dangerous.*

☐ *Be careful – you might catch yourself in the machine.*

☐ *Stand back you idiot. You're getting too close!*

☐ *In the interest of safety please observe that the cropping machine is fully functional at present.*

Tip

- Very informal language would not be suitable.
- Choose the phrase that is polite and clear.

Speaking to people at work

Task

Task 3

Look at the picture of a visitor who is getting dangerously close to a working machine. What can you tell about him by his facial expression? Tick your choice.

- He is shocked. ☐
- He is feeling sick. ☐
- He is in pain. ☐
- He is upset. ☐
- He doesn't understand. ☐
- He is afraid. ☐
- He is angry. ☐
- He is happy. ☐

Tip

- Look carefully at the picture.
- Cross off the things that you think are not true first.

Task 4

When you need to arrange a day off work, you should do the following:

- speak to the boss to get permission
- speak to a workmate to check he or she can take over the shift
- speak to the foreman to explain your absence.

Pick out the phrases you could say to:

1 your boss **2** a workmate **3** your supervisor.

Write the number of the question next to the phrase(s).

Tip

Choose the phrases that suit the relationship and purpose.

- I'll be back the day after tomorrow. ☐
- Would it be OK to take the day off tomorrow? ☐
- Great one! Thanks. ☐
- The boss said it's OK. ☐
- I won't be in tomorrow but Dave has offered to do my shift. ☐
- It's an emergency. ☐
- I'm sorry it's short notice. ☐
- I've got permission. ☐
- Thank you. ☐
- I'll return the favour sometime. ☐
- I hope that's OK. ☐
- I wouldn't ask if it wasn't so important. ☐
- You know I'd do the same for you. ☐
- Can you do me a favour? ☐

SLc/E3.2; SLc/E3.4; SLlr/E3.4

Speaking to people at work

Task

4 You need a day off for a personal problem. Decide how would you explain this to:

a your boss

b your supervisor

c your workmate.

You can use any of the phrases on page 3:15 to help you or you can make up your own.

Tip

Keep the speech short and use suitable language.

Task 5

Discuss with a partner the hand signals or gestures you would use to give the following urgent messages to people who can see but not hear you in your workplace.

Tip

Try your ideas out on each other to see if the meaning is clear.

1 To tell a workmate working on a noisy machine that he has an urgent phone call

2 To warn a workmate standing on a ladder that he is over-reaching

3 To tell a forklift truck driver to stop and reverse immediately

4 To warn a workmate to get out of the way of a reversing forklift truck

PAGES 3:17–3:19
Teamwork

Occupational setting

Teamwork is often mentioned as an important aspect of working effectively; however it is rarely defined or taught. Teamwork is a two-way process that depends on people contributing to the team as well as being supported by that team. Good teamwork is essential to maintain working relationships and to ensure the smooth running of the production process. The first focus page raises awareness of what it means to be an effective team worker. The second focus page deals with taking part in team meetings. The relevance of this will vary according to job roles and workplace systems. The theme relates to areas of units 221 and 219 of the Standards, 'contributing to effective team working' and 'contributing to improving effectiveness in the workplace'.

Materials

Paper and coloured pens

Audio equipment

Learning outcomes

1 To consider the personal qualities of a good team worker (focus pages 1 and 2)

2 To discuss solutions to given problems that might occur within a team (focus page 1, Task 2)

3 To consider positive ways of taking part in a team meeting (focus page 2, Task 1)

Suggested teaching activities

Introduction

- Go around the group asking each learner to say one thing about what a good team member is like. Write each comment on a flipchart or whiteboard, but don't discuss them yet.
- Divide the group into small teams, pairs if necessary. Ask each team to choose a name, to give them a strong sense of team identity and to motivate them to work together. Choose a team game to play or a problem-solving task to do. Explain the rules to the group. Tell them that after the activity you will hold a discussion about what makes a good team member. There are two ideas for team games here, or go to www.businessballs.com/freeonlineresources.htm for other ideas.
- **Paper aeroplane race:** explain that each team has to make, decorate, name and fly a paper aeroplane. There can be 'prizes' for the best name, the best design, the fastest and the longest flight. Feedback should be given by the teacher so that learners clearly understand the aims behind the task.
- **Short quiz:** make up ten questions on a variety of different topics that you think the teams will be able to answer with some difficulty (but not too much). The winning team is the one that gets the most right answers within a set time limit. Feedback should be given by the teacher so that learners clearly understand the aims behind the task.
- Ask the group to remain in their teams and to discuss and write down a list of qualities they think a good team member should have. Ask them to use the experience they have just gained to help them to think about this.
- Come back into one group. Put the teams' answers up on the wall, and tell the learners that you are going to discuss the answers as a whole group. Establish ground rules for the discussion first: for example, everyone must have their right to contribute respected; avoid strong language and being offensive; listen carefully to what others are saying; be aware of quieter people and make sure they have a turn to speak if they want to. Try to establish that teamwork depends on contributing to the group as well as feeling valued and supported. Also think about the consequences of poor teamwork or individuals being isolated within a team.

Focus page 1 22

- Discuss the ideas on the page. Check that everyone understands the vocabulary, and talk

about what the words mean. Ask the group for anecdotes about when they have appreciated a good team member and what it was they valued about them.

- Talk about listening skills. Talk about listening for key words and the gist of what someone is saying; checking your understanding; focusing on what is being said and not on what you want to say next; and concentrating all the way to the end of what someone is saying.
- In pairs, ask the learners to respond to the problems in the boxes on the page. Discuss each pair's answers in the whole group.
- Tell the group they are going to hear someone discussing a problem and that they should try to work out what the problem is and give ideas on what to do about it. Play the audio clip three times or more as necessary. Break the group into their teams to answer the two questions. Feedback to the whole group briefly.

Focus page 2

- Discuss the ideas on the page as a whole group. Use any difficulties that have arisen during the session to inform your discussion; equally, use positive examples of what has been happening to illustrate the ideas.
- Talk about constructive criticism. Ask the group to think of possible consequences of blaming or being critical of others. As a group, come up with useful phrases that are more constructive and write them down.
- Talk about body language. Discuss what sort of body language is negative and what is encouraging. Make a list of positive, non-aggressive body language to use when speaking or listening to others.
- Talk about cultural differences in the way people communicate and use body language, using examples from people in the group or other friends and acquaintances. Ensure the discussion is positive and helpful to the group, using all the skills discussed so far. Ask for ideas for positive ways to deal with communication problems between different cultural groups that can be taken back into the workplace.
- If relevant to the learner workplace, talk about the Quality Circle, where members of a team come together to discuss productivity, diagnose problems and consider solutions. Discuss the suggestion box scheme and ask learners to work in groups, pairs or individually to think about some suggestions to be included in the scheme.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.4	221	C1.3
SLlr/L1.5	219	
SLd/L1.1		
SLd/L1.2		
SLd/L1.3		

Task 1 23

Pick out relevant and appropriate responses in a team meeting
SLlr/L1.5

- Set the scene. Explain that learners should listen to the following audio clip to understand the gist of the problem. Then play the clip.
- Play the clip again, asking learners to listen in more detail. They should then read the possible responses, and listen again until they are sure of their answers.
- Repeat for question 2.
- Question 2 can be performed in pairs. Where possible, pair a stronger reader with a weaker one, so that he or she can read the question and response to the partner.

If the learner has difficulty

- Check whether the difficulty is to do with reading and understanding the question, or with listening and giving the correct response. If it is a reading difficulty, read the question and responses to the learner so that they can answer without difficulty. Refer the learner to other resources for help with reading.
- For an ESOL learner or any learner who has difficulty understanding the spoken idioms used, ask them to listen for the gist and then to explain to you what they think they have heard. Then play the audio clip chunk by chunk, stopping when the learner indicates that they need time to work out what has been said. Read the questions and responses slowly, in the same way.
- Write down some of the vocabulary that the learner had difficulty with, especially the idiomatic phrases, and explain the meaning. Then write down a choice of three definitions for each word or phrase and ask the learner to choose the correct one.

- Turn to the *Skills for Life* materials for other vocabulary and listening exercises.

Extension

Ask the learner to imagine and write down/discuss in a small group what the supervisor's response might be to each of the responses in the speech bubbles.

Task 2

Contribute to a small group discussion
SLlr/L1.5

- Divide the group into small discussion teams.
- Ask each team to set the ground rules of their discussion before they begin.
- Make sure each team has read and understood the task before they start the discussion.
- Facilitate groups which seem to be getting stuck, or not following the task.
- Facilitate the whole-group discussion, but allow learners as much freedom as possible.

If the learner has difficulty

- Select teams of people with similar skills so that quieter or less confident speakers are together and therefore have to contribute.
- Choose mentors or champions from the group to work with and encourage people who are really struggling. Ask them to make sure the group listens to and respects what the learner has to say.
- Give learners who tend to talk too much, or who tend to ramble off the topic, responsibility for keeping the small group and the whole group on track, not by talking but by listening and giving a signal when someone else has talked too much or gone off-topic.

Extension

Record a team that is particularly good at this task as they are having their discussion. Play the recording (with the learners' permission) back to the whole group, and ask the group to pick out particular instances when someone was contributing well, encouraging someone else or moving the discussion along.

Theme assessment

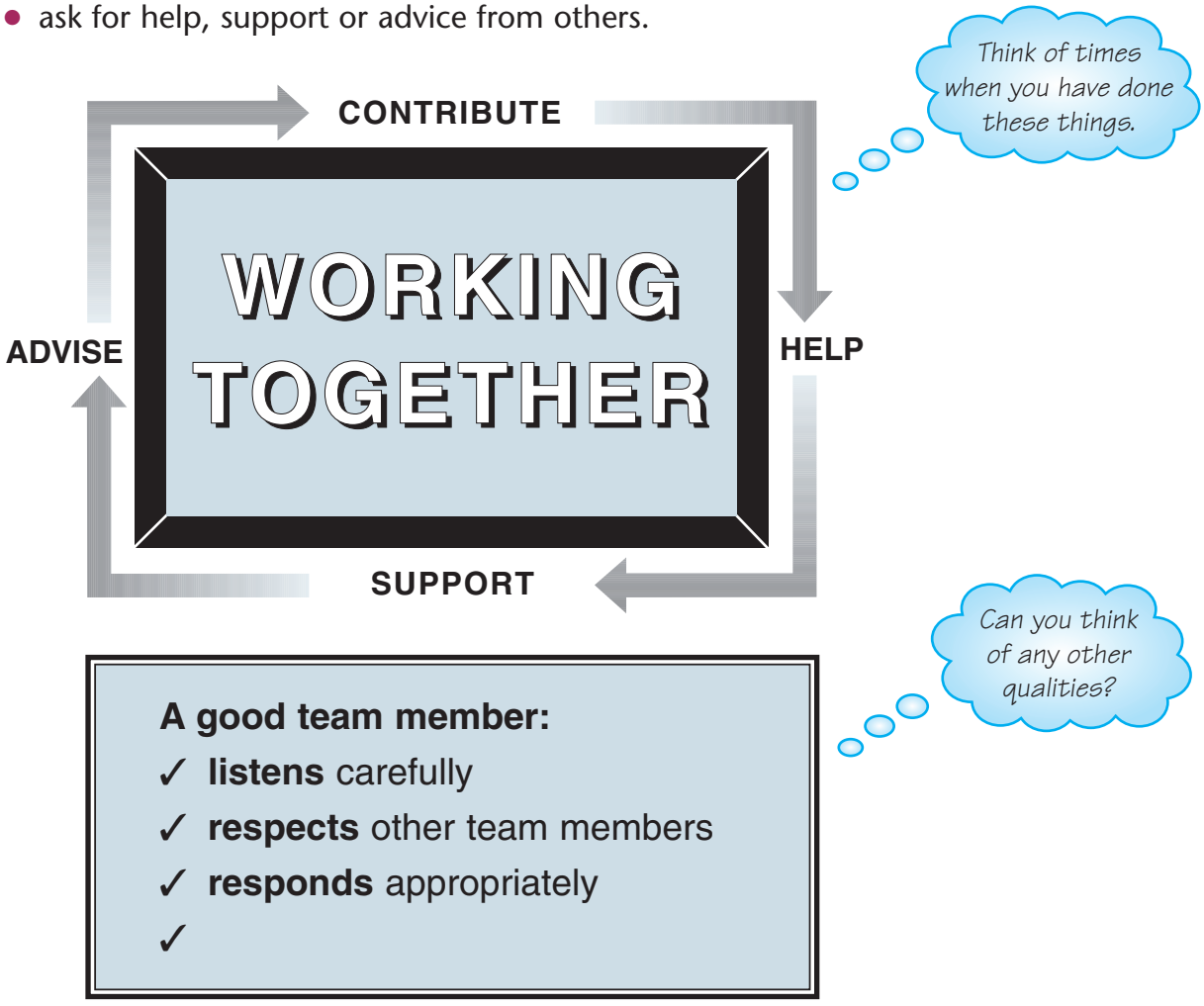
Break the group into small teams. Ask each team to devise a work-related problem for another team to discuss at a 'team meeting'. Swop problems, and ask small teams to hold a 'meeting' to discuss and find a solution to the problem. Each team should then present their problem and solution to the whole group. Review and evaluate the strengths of working as a team on this task.

Teamwork

Focus

In any manufacturing process, good teamwork is essential to help things run smoothly. Teamwork requires every member of the team to contribute by doing their jobs properly and being prepared to:

- help, support and advise others
- ask for help, support or advice from others.



Try out your teamwork skills!

How could you help in these situations?

One member of the team is moody and doesn't seem to be getting on with several of the other members.

A new member of the team tells you that he is finding the job difficult.

22 Listen to the team leader talking about a problem with the team. What is the problem? What would you suggest they do?

Teamwork

Focus

Team meetings are a good way to share ideas, sort out any problems and help the team to progress. Here are some ways of getting the most out of team meetings.

1 Your contribution

- Make relevant points.
- Make sure criticism is constructive.
- Give positive suggestions.
- Support your ideas.

Keep to the main topic of discussion.

Suggest how things could be improved.

If we checked the run at more regular intervals, we'd spot problems much earlier.

We need a way of checking which jobs everyone is doing. For example, we could put a job rota up on the wall.

Give examples to make your point clearer.

2 Other people's contribution

- Encourage others to speak.
- Listen carefully to their points.
- Consider what they have to say.
- Use positive body language.

Remember – a team should work together to come up with the best solution for everyone.

Look at them, smile, nod.

Ask questions that people can answer from their own experience.

Ali, you've come across this sort of problem before. How did you deal with it?

3 Moving the discussion along

- Judge when it is appropriate to interrupt.
- Interrupt in an appropriate way.

- Let others finish their points.
- If the discussion is moving away from the main topic, remind people of this.

We're forgetting the purpose of this discussion, which is …

If I could just add to that point before you continue …

Be polite, and explain why you are interrupting.

Tip

Treat others as you would wish to be treated.

Teamwork

Task

Task 1

23

1 Listen to the team leader asking for ideas about how to improve training for new operators.

Which of these responses is the most relevant and positive? Tick your answer.

I can't see anything wrong with the training they do now. ☐

They could spend less time messing around. ☐

They should work on the machines straight away. People learn best by having a go. ☐

Each new operator could watch a trained operator using the machines for a few weeks to see how to operate them safely. ☐

On-the-job training is best. We might be able to help them if we had more time, but we don't. ☐

2 Which of these responses gives the most constructive criticism of why there is a lot of wastage? Tick your answer.

Tip

Look for the phrase that doesn't put the blame onto other people.

Pete can't measure anything properly so there's too much left over. ☐

If everyone knew how to measure it would help. I get it right so why can't other people? ☐

We could do with a bit of time to make sure we're all up to speed with the systems. Could we request some training? ☐

One or two people are letting the rest of the team down. They know who they are. ☐

We're all keen to get through the workload so we're not always as careful as we should be. ☐

Task 2

Work in groups of four or five, ideally with people who do the same or similar jobs.

1 Discuss what information you think would be useful to new employees in your place of work.

You might like to discuss anything you found difficult when you started, or tips you were given by other workers that you found useful.

2 As a group, agree on the information and how it should be presented – in a leaflet, a booklet, as a short talk and so on.

3 Explain your group's ideas and decisions to the whole group.

Remember!

- Encourage everyone to join in.
- Listen to people's ideas.

PAGES 3:20–3:21

Getting a qualification – jargon

Occupational setting

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

Materials

NVQ portfolio

Dictionary, glossary

Learning outcomes

1 To understand and be able to use some of the jargon words associated with the NVQ (focus page, Tasks 1–3)

2 To become familiar with the format and layout of an NVQ unit (focus page)

Suggested teaching activities

Introduction

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

Focus page

Note: ESOL learners need to build up their reading comprehension by identifying the purpose of text and key discourse markers and the purpose of reading.

Dyslexic learners would benefit from viewing one section at a time with the other sections covered up.

- The highlighted (bold print) words on the focus page indicate words to be discussed.
- Examples of what is shown on the page can be found and further expanded on in the learners' NVQ portfolios.
- Exemplify how the codes in the NVQ work.
- Exemplify the use of format, e.g. bullet points, headings and sub-headings, sections and sub-sections, bold, italic, and underlined information. Explain how to use the format to help navigate the text.
- Using unit 201, or another relevant unit, read through all the information it contains and discuss each section, addressing any issues the learners raise and relating each section to the points already discussed on the focus page.
  - **Unit summary.** What is its purpose? (To summarise the whole unit.) Point out the use of codes. This is a very dense text. Learners will benefit from having some techniques for detailed reading modelled for them: for instance, read the text in 'chunks'; read aloud; read more than once; look up or reword any words or phrases that puzzle learners; rephrase difficult sections; question what is read.
  - **Unit overview.** Match statements with those in the performance statements.
  - **Performance statements.** These are sometimes referred to as **performance criteria**. In small groups give each group a task to think about, e.g. making a cup of tea. How can we judge the performance of this task? Is it OK to just judge a task by the fact

that it was completed? What about how long it took, how good the end result was, the cost of the process, was it completed safely? Was it successful by chance or because the person really knows how to make a cup of tea? Select some performance statements to unpick and summarise what actually needs to be done to achieve the element and what types of evidence can be collected to satisfy the assessor.

– **Scope.** Point out the use of format. Re-word each point. Refer back to the performance statements.
– **Knowledge statements (underpinning knowledge).** These can provide useful information for a candidate when deciding on what constitutes evidence. Assist learners to interpret what this means for them.

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

Task 1

Define words encountered in the NVQ
Rw/L2.1

- Confirm that the language is quite technical and learners need to take time to become familiar with it.
- As a group, look up the first word in the glossary to check that learners are able to do this with ease.
- Learners should find the definitions as given, then try to re-phrase them in their own words. They should then explain the meaning to a colleague, in their own words.
- These 'own words' definitions could be shared with the group and an agreed version written up for all to see.
- You may need to model the first example to ensure that learners understand the process.

If the learner has difficulty

- If the learner has problems finding words in the glossary, refer to *Skills for Life* for further work on using reference material.
- Learners who have problems putting these definitions into their own words may have a limited vocabulary. This is a warning about their general understanding of their portfolio work! You will need to work with these learners to ensure that they can understand the purpose of the NVQ requirements, using language that they can understand. Note: it helps to use the everyday way of saying something first, and then attach the 'specialist' word to it. ESOL learners in particular will need extra practice with this.
- Dyslexic learners should be encouraged to compile a personal glossary. They would also benefit from practising difficult words by putting them on cue cards with the explanation on the reverse.

Extension

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

Task 2

Try to make NVQ jargon easier to understand
Rt/L2.1
Rt/L2.3
Rt/L2.8
Rw/L2.1
Rs/L2.1

- Ask learners to find the section in the NVQ from which this is taken (Unit 202) and read it in context.
- Remind learners of the meanings of jargon used.
- There may be other words and phrases that require explanation. Get learners to work co-operatively on analysing them.

If the learner has difficulty

- Dyslexic learners will need plenty of support, practice and reinforcement for this task and possibly a reader or use of a PC. Where possible they should be allowed to demonstrate understanding in other ways than the written word.
- Some learners may prefer to do the exercise orally.
- Go through each chunk, explaining difficult expressions. Again, expect learners to struggle to understand this rather formal language, but it is important that it is properly unpicked. Use a Q&A technique to cover each part.

- It is useful to ask other learners to share their explanations.

Extension

Explain answers to a colleague.

Task 3

Reword the type of expression commonly encountered in the NVQ

Rw/L2.1

Rt/L2.1

Work through another example as a group before asking learners to devise their own explanation.

If the learner has difficulty

- Work through the text explaining any difficult terms. It is acknowledged that many learners will find these terms difficult as they are expressed in a rather formal style, which is likely to be unfamiliar to many learners.
- It is important that learners do understand all aspects of these terms and this can be accomplished by discussing them in detail, using the Q&A technique that is used in assessment.
- Practice using a definition format and giving examples of how a word is used. Do further activities matching words to definitions.
- Use words and phrases in familiar situations related to the personal experience of learners.

Extension

Learners find another phrase from the same section of the NVQ that contains unfamiliar words and use their own strategies to decipher the meaning, then explain it to a partner. Put the wording into workplace terms if possible.

Theme assessment

Run a small quiz where learners or pairs of learners have to find certain things in the NVQ as fast as they can. For instance, they could find an example of an element title or an example of a performance statement.

Getting a qualification – jargon

Focus

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

Every job has its own language. Qualifications such as NVQs use a lot of **jargon**. Once you understand jargon, it makes the whole thing easier to understand.

When you get your NVQ it will prove that you are able to do your job skilfully and know why it is done that way.

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

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

You will have to collect **evidence** that you are doing your job according to the National Standards. You will keep it in a **portfolio of evidence**.

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

In your **portfolio of evidence** you will have to show that you have covered the NVQ standards.

There are many kinds of **evidence** that you are doing your job well:

- observation by a mentor, colleague or supervisor
- observation by an **assessor**
- inspection of things you make or write
- questions and answers
- professional discussions
- simulations
- photographs …

What are simulations?

The NVQ Standards for Performing Manufacturing Operations are divided into **units**.

Some **units** are **mandatory** and some are **optional**.

Each **unit** has a different code to identify it. Use the codes to keep track of your **evidence**.

Units are divided into:

- things you must do
- situations where you must show you can do something
- things you must know.

UNIT 201 Complying with statutory regulations and organisational safety requirements

You must

a. Comply with your duties and obligations as defined in the Health and Safety at Work Act
b. Present yourself in the workplace suitably prepared for the work activities to be undertaken
c. Follow organisational accident and emergency procedures at all times
d. Recognise hazards and risks in the workplace and report to the appropriate person
e. Use correct manual lifting and carrying techniques
f. Apply safe working practices and procedures at all times

You must show that you can:

1. Demonstrate your understanding of your relevant duties and obligations to health and safety by carrying out **all** of the following:
   - applying in principle your duties and responsibilities as an individual under the Health and Safety at Work Act and relevant current legislation.
   - Identifying within your organisation, appropriate sources of information and guidance on health and safety issues, to include:
     - Eye protection and personal protective equipment
     - COSHH regulations
     - Risk assessments

Knowledge statements

You must have knowledge and understanding of the following in relation to the scope selected:

1. The relevant roles and responsibilities of yourself and others under the Health and Safety at Work Act 1974 and current legislation (eg The Management of Health and Safety at Work Regulations; Workplace Health and Safety and Welfare Regulations; Personal Protection at Work Regulations; Manual Handling Operations Regulations; Provision and Use of Work Equipment Regulations; Display Screen at Work Regulations)

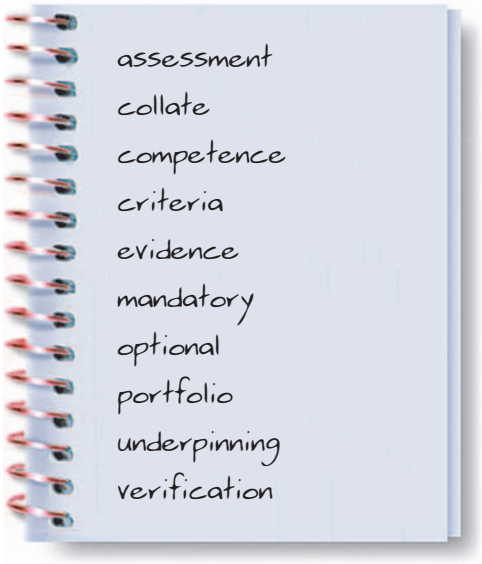
Getting a qualification – jargon

Task

Task 1

1 Find the meanings of these words in the glossary. Some of them are used on the focus page.

2 In your own words, explain to someone what these words mean when they are used in an NVQ.



Tip

The glossary lists the meanings of words and phrases in alphabetical order.

Task 2

Try to make NVQ jargon easier to understand.

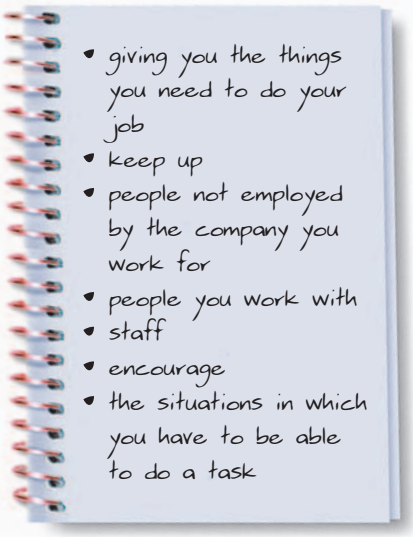
1 Read this section from the NVQ.

2 On a separate piece of paper, replace each underlined word or phrase with a different one from the list. Cross them off as you use them.

Scope:

You must show that you can:

1. Promote and maintain working relationships with **three** of the following:
   - immediate supervision/line management
   - colleagues in the same work group
   - colleagues in other work groups
   - personnel in other departments (*such as those supplying inputs or receiving outputs*)
   - managers and supervisors in other departments
   - external contacts (*such as customers, clients*)



Task 3

1 Put the phrase below into your own words.

2 Explain it to a colleague.

You must have knowledge and understanding of the following in relation to the scope selected.

Rw/L2.1; Rt/L2.3; Rt/L2.8; Rs/L2.1; Rt/L2.1

PAGES 3:22–3:23

Getting a qualification – writing evidence

Occupational setting

Understanding what acts as evidence, how to fulfil all the criteria and how to cross reference so that evidence can stand for several performance statements is not always fully understood by learners. This theme aims to encourage learners to read performance statements carefully and to think about and plan evidence. It concentrates on candidate statements. Learners compiling an NVQ portfolio must check their statements and other written evidence for accuracy, to see that all performance statements (sometimes called PCs) are covered, and for spelling, punctuation and grammar. This theme looks at the need for properly proofed evidence and gives practice in proof-reading for spelling, punctuation and grammar. It is beyond the scope of these materials to teach spelling, punctuation and grammar. Any learners experiencing difficulties in this aspect of writing should be referred for support using *Skills for Life* materials.

Materials

Examples of suitable evidence from a variety of NVQs, especially candidate statements

Unit 203 of PMO Level 2

Flipchart

Learning outcomes

1 To read each performance statement carefully (focus page)

2 To think about the evidence necessary to cover a performance statement (focus page)

3 To make an action plan (focus page)

4 To proof-read text for errors in spelling, punctuation, grammar or content (Task 1, questions 1–3)

5 To correct text, taking account of style for purpose and audience (Task 1, question 4)

Suggested teaching activities

Introduction

Using the PMO standards, discuss the format of Unit 203. Relate it to other units – are there similarities?

Focus page

- Using the information on the page, discuss the types of evidence that might be used to fulfil the criteria. On the flipchart, make a spidergram of learner suggestions. Stress that this is just one way of gathering thoughts and that some people may prefer to make a list or use random notes. Ask for learner suggestions for ways to 'brainstorm' ideas.
- Refer learners to the spidergram on the focus page and ask them to add suggestions.
- From the spidergram or list, some ideas can be discarded and others worked into an action plan. Complete the action plan for a candidate statement.
- Circulate some examples of candidate statements and ask learners to discuss them and/or point out why they are acceptable.

  Note that ESOL learners may have problems understanding some of the more colloquial language in the statement.

Curric. refs	NOS/NVQ	Key Skills
Wt/L2.7		C2.3
Ww/L1.1		
Ww/L1.2		
Ws/L1.3		
Ws/L1.2		

Task 1

Proof-read an evidence statement

Ww/L1.1

- Make sure learners have a copy of Unit 203 from PMO level 2 (Transferring materials). Set the scene – a list of performance statements and a witness statement about how a job was done. Learners should read all this information

carefully. You can ask questions to check their understanding.

- Confirm that an evidence statement needs to be reasonably correct and carefully produced.

Question 1

- This part of the task is to look for spelling errors – scan the text for words that need to be checked. Suggest that learners work in pairs to support each other. Learners should make a note of correct spellings above the errors they spot.
- Ask learners what, if any, kinds of problems they have experienced with spelling. What strategies have they developed to overcome them? Offer strategies such as keeping a notebook of commonly used, correctly spelt words, use of mnemonics (e.g. 'big elephants can always understand small elephants' as a way or remembering how to spell 'because'), use of the 'look, say, cover, write, check' method, etc.

Question 2

- In this section learners should scan the text for grammatical errors.
- Confirm the need for consistency in tenses and that the past tense is the most appropriate for statements about events and action in the past.
- Explain about what is meant by past tense. You may need to give examples of the use of the past tense (take/took, say/said).
- Discuss the difference between what is acceptable in speech and in formal writing.
- Discuss subject/verb agreement. Note the distinction between writing and speaking, e.g. we was/were.

Question 3

- This time check the text for errors of punctuation.
- Ask learners to read aloud to get the sense of the passage. Where are the natural pauses? This is where full stops should be.
- Make sure learners understand what a sentence is.
- List some common errors in punctuation:
  - using commas where there should be full stops
  - using too many 'ands' where there should be full stops
  - omitting apostrophes (e.g. 'couldnt').

Question 4

- Ask learners to copy out the evidence statement, correcting all errors.
- When completed, learners should proof-read once more for errors.

If the learner has difficulty

Question 1

- Tell the learner to look for five errors. A highlighter pen might help.
- As three of the five spelling errors are (correctly spelt) homophones, dyslexic learners will need further support and guidance in picking these out.
- Indicate to the learner on which lines the errors occur.
- Underline the errors.
- Show the learner the correctly spelt word (sometimes the same words can be found spelt correctly elsewhere on the page) and ask them to find its incorrect pair in the text.
- This task will present problems for the dyslexic learner who has difficulty with letter and/or word recognition. Learners need to have a strong visual memory of the correctly spelled word before they can identify spelling errors.

Question 2

- Check the learners' understanding of past, present and future tense and how each is spoken and written.
- You may need to model this with learners, i.e. give them incorrect versions of statements, ask what's wrong and find a correct version (e.g. 'they <u>was</u> walking across the factory').

Question 3

- Do some further sentence practice first.
- Read the passage aloud to the learner, emphasising the natural rhythm and pauses.
- Indicate to learners on which lines the errors occur.

Question 4

- Use this as an opportunity to discuss individual problems with spelling, grammar and punctuation that learners may have encountered and refer them for further help if appropriate.
- Encourage learners with spelling problems to spell the correct version aloud as they write it, create their own mnemonics, or try recording the words they have problems with – say the

word, spell the word, then pause and spell the word again. Dyslexic learners may also benefit from reading backwards through the text to help them look at each word rather than remembering what they wanted to write.

Extension

Question 1

- Ask learners to proof-read their own writing for spelling errors.

Question 2

- Ask learners to proof-read their own writing for grammatical errors.
- Ask the learner to rewrite a statement written in the present tense into the past tense.

Question 3

- Ask learners to proof-read their own writing for punctuation errors.

Question 4

- Learners can apply their knowledge to an actual evidence statement for their portfolio and use proof-reading techniques. This could either be a description of their regular activities in the present tense or a narrative about an event in the past.

Task 2

Check written statements for personal statement coverage

Wt/L2.5

- Check with learners that the statement covers all the performance statements.
- Discuss the most appropriate format for this statement (bullet points allow learners to see that there is a statement to match each personal statement).
- Think about the format that the local assessor prefers.

If the learner has difficulty

- Approach the task in several stages. Ask learners to identify which part of the statement belongs with which performance statement. It might be useful to have each sentence of the statement written on a piece of card to help this. The learner can then match each statement to each performance statement more directly.
- Assist the learner to frame each statement appropriately for the evidence statement.

Extension

Re-write the statement and make any additions.

Theme assessment

- Devise a quiz with questions related to the NVQ information discussed, e.g. ask learners to find a particular performance statement.
- Learners will need practice in writing evidence statements and should do this with authentic workplace evidence. Devise a checklist to use for checking that everything is in place, including the following and any other points you want to stress:
  - covers all performance statements
  - relevant to performance statement
  - states evidence type
  - statements clearly expressed
  - spellings checked and correct
  - punctuation checked and correct
  - grammar checked and correct.

Getting a qualification – writing evidence

Focus

To get a unit signed off, you need to show that you have covered all of the performance statements.

Sometimes you will need to write about what you have done.

*Read each **performance** statement carefully and think about:*
- ***when** it happens while you are doing your job*
- ***how** you can prove you do it*
- ***what** you can use as **evidence**.*

- *Think about when you will be doing this job next and how to get your evidence.*
- *If it helps, write this information down.*
- *Make an action plan.*

Performance statements

You must:

a. Work safely at all times, complying with health and safety, environmental and other relevant regulations and guidelines

b. Choose the right equipment/techniques to move the materials

c. Check the weight of the materials does not exceed the safe lifting capacity of the equipment chosen

d. Check that the materials to be moved are correct, safely loaded and secure

e. Move the materials to their correct location in accordance with instructions

Use the **scope** statements to see where you can use the same piece of evidence more than once.

Look at the scope statements in Unit 203 and see which ones could be covered by one piece of evidence.

Scope

You must show that you can:

1.
2.
3.
4.
5. Carry out lifting and carrying techniques to include **two** of the following:
   - Lifting alone
   - Lifting with assistance from others
   - Lifting with mechanical assistance

Possibilities

Choose the right equipment/techniques to move the materials.

- *Ask Jamie to take a photo of me in the stores – make sure he gets me lifting the boxes correctly.*
- *Get Aadil to photograph me and Jamie lifting the long planks together.*
- *Write a statement about what I do and ask Aadil to sign it.*

What I need to do

1. *Write a statement about moving the planks.*
2.
3.
4.

Getting a qualification – writing evidence

Task

This witness statement has a number of errors and needs to be corrected.

I have to move some boxes of prepared froot from the store to the production area and I chequed the documentation to see that I pick up the fruit that they need and I made shore the boxes were safe becos sometimes the bottoms get wet and give way and I lift the fruit from a shelf at waste height and put it on a hand operated trolley and I follow safe and correct lifting practices and I made sure the boxes were loaded correctly and secured in position before I start off and I made sure that my route was clear too.

Task 1

1 Highlight the spelling mistakes in this evidence statement. Write in the correct spellings.

2 Check that the statement is written in the past tense. Highlight any errors. Make a note of the corrections.

3 There are too many 'ands' in the witness statement. Highlight six 'ands' that could be replaced with full stops.

4 On a separate piece of paper, re-write the witness statement with all the corrections you have made.

Tips

1 Use the words from the NVQ statements to help you. Keep a list of the words you use regularly in a notebook.

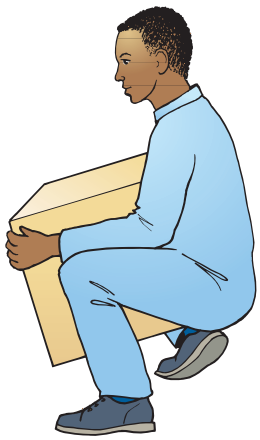
2 Ask yourself, "Does this sound as if it happened yesterday?"

3 If you use a full stop, the next word must begin with a capital letter. Like this.

4 Use the opportunity of writing a second draft to check everything makes sense.

Task 2

Check that the witness statement covers all the performance statements in the unit.



Tip

Read the unit statements very carefully.

Ww/L1.1; Ws/L1.2; Ws/L1.3; Wr/L1.6; Wt/L2.5

PAGES 3:24–3:26

Getting a qualification – making the most of appraisal

Occupational setting

All learners will become familiar with assessment and appraisal systems. It is important that learners see appraisal as an on-going process that can be a positive benefit. The purpose of this theme is to develop a positive approach to the appraisal process. It is intended to help learners prepare for appraisal and understand the importance of expressing themselves clearly. (Note: the word 'appraisal' covers all types of review and assessment.)

Materials

Examples of real appraisal and assessment forms encountered by the learners

Appraisal preparation form from the Source material (0:36)

Appraisal cards from the Source material (0:35). These include blank cards that can be completed by the teacher to personalise them to the learner, or completed by the learner

The assessment cycle from the Source material (0:37)

Audio equipment

Learning outcomes

1 To understand the purpose of appraisal (focus page, Task 2)

2 To understand written information about appraisal (focus page, Tasks 1 and 2)

Suggested teaching activities

Introduction

- Discuss what the learners understand about why and how they can develop both personally and in work terms.
- Discuss with learners the assessment and appraisal systems they are familiar with in their own setting. They will probably be called something different in each company. What is the purpose of appraisal? Is there anything difficult about being appraised? What skills do you need for appraisal?
- Ask learners to identify positive and negative experiences they have had with assessments and appraisals, either at work or elsewhere. Possible negative reactions may include feeling that they have been criticised unfairly or that nothing ever happens as a result of appraisal.
- Elicit from the group what makes an assessment 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
  - specific targets set
  - follow-up after appraisal.
- From the appraisee's position, appraisal is a good way to air any problems in the workplace and to make points about training needs and the future. From the appraiser's position it is a good way to recognise the strengths of a worker, identify possible problems and training needs and contribute towards effective management. It is important that learners understand this.
- You may need to explore how positive and negative feedback differ, in tone, language used, body language, etc. You could model this for learners (particularly ESOL) so that they can understand how each will sound. Use as much listening practice as possible.
- Go through the Appraisal preparation form from the Source material. Try to match the comments on the Appraisal cards to the different sections of the 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.

- If the focus is on planning for NVQ, there is an Assessment cycle in the Source material that can be discussed.

Focus page

Step 1

- Discuss each point. Emphasise the point that appraisal is a good opportunity to put your own point of view and to improve your own situation. It may be a chance to find out about progression or training opportunities.

Step 2

- Discuss each point. Point out that making a few notes beforehand is useful as a reminder, particularly if you find the appraisal interview daunting. Emphasise (using examples) the need to think about the positive aspects of the job as well as raising issues or problems.
- Using the Appraisal preparation form from the Source material, discuss how learners tackle difficult texts. List approaches on a flipchart. Some examples might be: looking up words in a glossary/dictionary, asking a colleague, using context and other words nearby to get the idea, reading aloud, reading more than once, thinking about text a section at a time, thinking about each section in own words. Note: if learners are in work, it would be helpful to relate the appraisal back to their job descriptions.

Step 3

- This can be developed into a role-play by mixing up the pairs. First the 'appraiser' should ask questions based on the form from the Source material. The 'appraisee' should rehearse straightforward answers, along the lines of those in the focus page. Then introduce how to talk about some of the difficult issues: being clear, not blaming other people, using professional language. Ask learners to pick out appropriate and inappropriate ways to express their concerns and give reasons.
- Expect this to be more difficult for ESOL learners and those who may find it difficult to choose diplomatic language. The best way to learn this is by controlled example, as in the role-play. However, many learners will benefit from preparation and modelling of useful phrases.
- The group could listen to each role-play and 'score' performances based on how effective the appraisal would be in improving things for the person being appraised.
- Focus on a scenario where 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.

Step 4

- This can be a difficult area for learners. As well as the formal feedback from review, there will be informal feedback from experienced colleagues and other team members. In small groups/pairs practise arranging meetings with an assessor/superior. ESOL learners may require some modelling or preparation for this task. Give them useful phrases to practise using the correct tone and emphasis plus plenty of listening practice.

  Note: dyslexic learners will benefit from information being given in mind map form.

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

Task 1

Read information and translate it 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 purposes of appraisal as outlined.
- Explain that the word 'to' is a clue to completing this task, as it separates the five main points.
- Ask learners to discuss each point and make a note of what each means.

If the learner has difficulty

- Learners who are having difficulty may find it helpful to read the text aloud to themselves in order to make sense of long sentences. Guide them to the part of the appraisal form in the Source material that contains the information they are looking for. Highlight or underline five points from this text about the purpose of appraisal. Get learners to look for and highlight the word 'to' plus the word 'and' to help them distinguish between the five points.
- Learners should formulate their own version of these points verbally, before making a note of them. A scribe can be used for learners if writing is a barrier.
- Check that all the terminology is understood – most is in the glossary.

Extension

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

Task 2 24

Think about appropriate ways to express concerns in an appraisal situation
SLc/L2.1
SLc/L2.3

- Remind learners about the importance of being positive and constructive when they speak in appraisal settings, rather than having a 'moan'.
- Ask learners to listen to the audio clip or read the script for gist.
- Play the clip or read the script again, with a pause after each person speaks.
- Ask learners to give reasons for their answers – what is good, what is bad and how can things be improved.
- Model some additional examples from your own experience.
- If appropriate, discuss body language, using the photographs as examples.

If the learner has difficulty

- Discuss the photographs. How does each person feel?
- Replay the clip, or role-play each audio script. Discuss the merits of each audio clip/script in turn and support learners to express an opinion about each.
- ESOL and other learners may need you to explain why the first and third clips are not appropriate, as there are significant subtleties in the language. In particular the first clip includes the words, 'I'll just pick it up as I go along.' You will need to discuss why this is inappropriate, as it seems at first hearing to be reasonably acceptable. It doesn't, however, give a good impression of keenness to learn. In the third clip the appraisee is critical of the line manager ('You should have told me'). The appraisee feels useless.

Extension

- Give learners another difficult issue that they may wish to raise during appraisal, e.g. feeling picked on, feeling overloaded with work.
- Work in pairs or threes to resolve this. Ask a learner to take on the role of an appraisee talking about the problem while another learner takes on the role of the appraiser responding to the appraisee. Prompt cards may help learners here. 'Tell me more about …,' 'How can I help …?' 'Can you give me some examples …?'
- Ask the observer to evaluate both the way issues were raised and the way in which they are handled by the appraiser. Emphasise a positive approach to both. Think of some additional examples of good practice – ways of talking about difficult aspects of appraisal to share with other learners.

Task 3

Complete an individual Appraisal preparation form
Wt/L1.2
Wt/L1.1

- Emphasise the importance of preparing for appraisal, thinking carefully about what you want to say and making a note of this.
- Make sure learners all have a copy of the Appraisal preparation form. Check that they understand the form and the instructions.
- Ask learners to think about positive things first. They need to keep in mind what they aim to achieve from the appraisal. How are they going to get this?
- Learners may need to write more notes to reflect their thoughts.

If the learner has difficulty

- Talk through each of the headings and ask direct questions to help structure their thoughts. Write this for learners, if you need to remove the burden of writing.
- Use the blank cards from the Source material to allow learners to experiment with ideas before committing them to paper.
- Focus on expressing things positively and professionally.
- Ensure learners understand the language of the form.

Extension

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

Theme assessment

- When assessing or reviewing learners, check that they understand the purpose and process of appraisal and that they are able to frame issues positively.
- Complete an Appraisal preparation form, with a clear emphasis on reviewing own performance and setting personal targets.
- Role-playing appraisal sessions, based on personal experience and playing both appraiser and appraisee, will give good practice in the skills involved.

Getting a qualification – making the most of appraisal

Focus

If you work hard and develop your skills, you make yourself more employable.

Step 1: Make sure you understand what appraisal is all about

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

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

Step 2: Getting ready for the meeting

- Think about the things you are good at.
- Think of examples of how you do your job well.
- Think about what you would like to develop or improve.
- Think about any issues you have.
- Prepare what you will say and any questions you want to ask.
- Write some notes to remind you of what you want to talk about during the meeting.

Gather information and evidence about what you have achieved in your job and training. Take the notes and information/evidence with you to the meeting.

Step 3: At the meeting

- Use your notes to help you to remember what you want to say.
- Talk clearly.
- Ask questions.
- Discuss and agree your next steps with your assessor or manager.
- Make sure the assessment form is filled in.

Step 4: After the meeting

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

Getting a qualification – making the most of appraisal

Task

Task 1

1 Read the top of the Appraisal preparation form from the Source material.

2 List the five things that appraisal gives you an opportunity to do.

3 Make a note of each one in your own words, as shown.

If it helps, highlight them first.

Appraisal preparation form

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

Tip

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

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

Task 2

24

Listen to each of these operatives talking about their job knowledge in an appraisal meeting. Which one gets the message across in a positive and clear way? ✓ Tick your answer.

☐

☐

☐

Work out the meanings of words used on appraisal forms. Prepare for an appraisal by making notes. Think about how to speak about difficult issues.

Rt/L1.1; SLc/L2.1; SLc/L2.3

Getting a qualification – making the most of appraisal

Task

Task 3

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.

You will need the sample Appraisal preparation form in the Source material.

Think about your own work. Make notes under each heading.

Make some notes in the spaces below about what you would want to say to your line manager about these issues.

Job knowledge

Appearance

Training

Other issues

Teamwork and communication with others

Time management: punctuality, attendance, work planning

Work out the meanings of words used on appraisal forms. Prepare for an appraisal by making notes. Think about how to speak about difficult issues.

Wt/L1.2; Wt/L1.1

Check it

Please note that copies of the following pages of Source material are needed: 0:27, 0:28

Use the Terms and conditions of employment from the Source material (page 0:27) to answer questions 1 and 2.

1 What does 'probationary period' mean?

A the time when you are a new employee

B the time when you are watching other people do the job

C the time when you are on trial before getting a permanent job

D the time when you are a temp **Rw/L1.2**

2 How long does the probationary period last?

A 3 months

B 5 months

C 6 months

D 1 year **Rt/L1.5**

Use the Bar chart (showing main factory accidents over the last 6 months) from the Source material (page 0:28) to answer question 3.

3 Which of these statements is true?

A The total number of accidents in January was the same as in April.

B The total number of accidents in February was the same as in June.

C The total number of chemical burns was 5.

D The total number of machine/tool related injuries was 5. **HD1/L1.1**

4 Which of these policies are in the correct alphabetical order?

A car parking
lockers
changing rooms

B pension
life assurance
private healthcare

C specific holiday entitlement
holidays – general
conditions attached to taking a holiday

D clocking on
overtime arrangements
payment of salary **Rw/E3.4**

Personal mobile phones may only be used outside of designated shift times.

5 Which sentence best sums up what this means?

A You can only use your own mobile phone when you're not at work.

B You can only use your own mobile phone outside of the times of your shift.

C You can only use a mobile phone outside.

D You can only make mobile phone calls when you leave work. **Rt/L1.5**

DEDUCTIONS	£	p
CO. PENSION	43	21
INCOME TAX	24	50
NATIONAL INSURANCE	17	64
OTHER	10	19
TOTAL DEDUCTIONS		

6 What are the total deductions on this payslip?

A £54.95

B £677.40

C £85.38

D £95.54 **MSS1/E3.1**

a *I'll never earn enough. My wife and kids can spend everything I get.*

b *I'm going out on strike if we don't get more money now.*

c *I think we should arrange a meeting with management and the unions to discuss it.*

d *You'll all get the sack if you complain.*

7 Which of these comments about a proposed pay rise is most constructive?

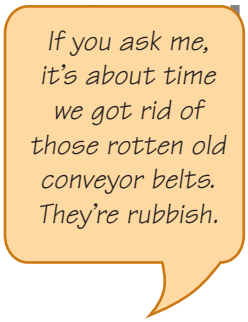
A a

B b

C c

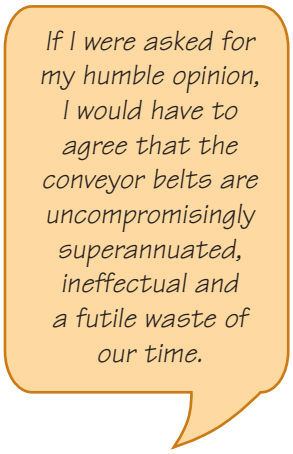
D d **SLd/L1.1**

a



b

c



d

8 Which of these would be the most appropriate way to talk to the managing director about a problem with conveyor belts?

A a

B b

C c

D d **SLc/L1.1**

9 What is a portfolio of evidence for an NVQ?

A facts collected at a crime scene

B a file of data that proves you can do your job and achieve a National Vocational Qualification

C a briefcase

D a National Vocational Qualification **Rw/E3.1**

10 Which of these sentences is written in the past tense?

A I loaded the pallets onto the conveyor to send to the warehouse.

B I will load the pallets onto the conveyor to send to the warehouse.

C I am loading the pallets onto the conveyor to send to the warehouse.

D I am going to load the pallets onto the conveyor to send to the warehouse. **Rs/L1.1**

Audio

PAGE 3:14

Speaking to people at work

Task 1 21

I've just… er… noticed that Pete's taken another break. He's not well. What should I do about it?

PAGE 3:17

Teamwork

22

We've got a large order to complete today and four members of the team are off sick. I can get a couple of operatives from line 6 to help. They're trained but they haven't actually worked on this line yet. They'd need to be shown what to do and supervised all the time to check nothing goes wrong.

PAGE 3:19

Task 1 23

Management has decided that new operatives need more training on the machines before they work in our section. I agree, because these machines can be dangerous and there've been a few accidents recently. Has anyone got any ideas about what we can do?

PAGE 3:25

Getting a qualification – making the most of appraisal

Task 2 24

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.

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

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

Answers

PAGES 3:1–3:2

Your role in the workplace

Task 1

1 Normal hours of work
2 Absence from work

Task 2

1 Yes
2 No
3 Yes
4 Yes
5 Yes

Task 3

1 ✗
2 ✓
3 ✗
4 ✓
5 ✓

PAGES 3:3–3:5

The staff notice board

Task 1

1 Bar chart
2 Policy
3 Organisation chart

Task 2

1 **a** 12
  b manager or director
2 **a** 16th May
  b work areas
3 **a** Two instructions: DO NOT try to open the door without authorisation; NEVER re-use dirty overalls.
  b 0

Task 3

These are the correct statements:

✓ More workers had slip and trip injuries in April than in March.

✓ No one had a chemical burn injury in February, March or June.

✓ The amount of wastage was higher in April to June than in July to September.

✓ The highest amount of wastage was 6%.

Task 4

Answers will vary.

PAGES 3:6–3:7

Reading policies and procedures 1

Task 1

1 Linkit Assemblies Staff Handbook
2 10
3 Quality policy
4 No
5 Discipline policy
  Grievance policy
  Payment procedure
6 6.1, 6.2, 6.3, 6.4, 6.5
7 Yes
8 3
9 No
10 It only tells you what to do in case **b**.

PAGES 3:8–3:9

Reading policies and procedures 2

Task 1

1 **c**
2 notify – tell, report
  prior to – before
  accrue – add to, build up
  comply with – act in accordance with; obey
  consecutive – in a row, one after another
3 Model answer:
  – your name
  – employee number
  – department
  – shift times
4 Model answer: Company sickness payments might not be paid for the time you were away. In some cases there might be a punishment for not following the procedure.

PAGES 3:10–3:11

Checking your payslip

Focus page

Sam works 7.5 hours per day for 3 days, so she works 22.5 hours per week. (7.5 × 3 = 22.5)

The minimum wage for a 21 year old is £4.10 per hour.

22.5 hours work at £4.10 per hour earns Sam a gross weekly wage of £92.25 (22.5 × 4.10 = 92.25)

Task 1

Darren	£151.70 per week	£7888.40 per year
Vicki	£179.45 per week	£9331.40 per year
Jeff	£111.00 per week	£5772.00 per year

Task 2

Chris worked **38.5 hours** (7.5 + 7.5 + 7.5 + 7.5 + 8.5 = 38.5)

Her **gross pay** should be **£196.35** (38.5 hours × £5.10)

Her **net pay** should be **£169.09** (£196.35 – £27.26)

PAGES 3:12–3:16

Speaking to people at work

Focus page

(Focus page 2)

1 ***Your relationship***
Informal language is the sort of language you use with a workmate.

Formal language is the sort of language you use with a visitor (or customer or boss).

2 ***Your reason for speaking***
Reason a is mainly to pass on information. For example, 'You'll need the large screwdriver for that.'

Reason c is mainly to find out information. This would be put as a question. For example, 'What's the time, please?'

Reason b is mainly to give an opinion. For example, 'Boy bands all sound exactly the same.'

3 ***Communication barriers***
Situations a, b, and d would probably require non-verbal communication such as hand signals or gestures. This is because the other person might not be able to hear what you say.

Situation c might require a hand signal to support the spoken instruction 'Stop now!' This might help to illustrate the meaning to the person learning English. However, it would need to be a hand signal that everyone recognises immediately.

[The company might have their own standard hand signals. It is important to be aware that hand gestures can mean different things in different cultures.]

Non-verbal messages
The most positive examples are pictures 1 and 3. However, if there are differences of opinion on this and on the meanings this shows that body language can be interpreted in different ways.

Task 1

c To ask for information.

Task 2

'Be careful – you might catch yourself in the machine.'

This is probably the most appropriate phrase, as it is clear and polite but still gets the point across.

Task 3

He doesn't understand.

Task 4

1 Some or all of these phrases would be appropriate for the boss:
- Would it be OK to take the day off tomorrow?
- It's an emergency.
- I'm sorry it's short notice.
- I wouldn't ask if it wasn't so important.
- Thank you.

2 Some or all of these phrases would be appropriate for a workmate:
- Can you do me a favour?
- You know I'd do the same for you.
- The boss said it's OK.
- I'll return the favour sometime.
- Great one! Thanks.

3 Some or all of these phrases would be appropriate for your supervisor:
- I won't be in tomorrow but Dave has offered to do my shift.
- I hope that's OK.
- I'm sorry it's short notice.
- I've got permission.
- I'll be back the day after tomorrow.

4 This is open to interpretation. However, the language used with the boss should be the most formal and the language used with the workmate can be the most informal.

Task 5

This depends on what the clearest way is of making yourself understood. The company might already use particular hand signals for different situations, for instance for directing forklift truck drivers.

PAGES 3:17–3:19

Teamwork

Focus page

(Focus page 1)

Answers will depend on learner responses to the given situations on the page and to the audio clip. Answers should be mediated by the teacher.

Task 1

1 Each new operator could watch a trained operator using the machines for a few weeks to see how to handle them safely.
2 We're all keen to get through the workload so we're not always as careful as we should be.

and/or

We could do with a bit of time to make sure we're all up to speed with the systems. Could we request some training?

Task 2

Discussions and presentations should be mediated by the teacher.

PAGES 3:20–3:21

Getting a qualification – jargon

Task 1

assessment a review or check to make sure you can do something
collate gather together, collect
competence skill, ability
criteria standards, targets
evidence facts which show something, proof
mandatory compulsory, essential
optional possible, can be chosen; not compulsory
portfolio collection of work, file
underpinning supporting, necessary
verification confirmation or proof

Task 2

The situations in which you have to be able to do a task:

You must show that you can:

1 Encourage and keep up working relationships with **three** of the following:
- immediate supervision / line management
- people you work with in the same work group
- colleagues in other work groups
- staff in other departments (*such as those giving you things you need to do your job or receiving outputs)*
- managers and supervisors in other departments
- people not employed by the company you work for (*such as customers, clients)*

Task 3

You may have written something like this:

When you have chosen a situation that you are collecting evidence for, these are the things that you must know and understand about it.

PAGES 3:22–3:23

Getting a qualification – writing evidence

Task 1

1

I have to move some boxes of prepared ~~froot~~ fruit from the store to the production area and I ~~chequed~~ checked the documentation to see that I pick up the fruit that they need and I made ~~shore~~ sure the boxes were safe ~~becos~~ because sometimes the bottoms get wet and give way and I lift the fruit from a shelf at ~~waste~~ waist height and put it on a hand operated trolley and I follow safe and correct lifting practices and I made sure the boxes were loaded correctly and secured in position before I start off and I made sure that my route was clear too.

2

I had to move some boxes of prepared fruit from the store to the production area and I checked the documentation to see that I picked up the fruit that they needed and I made sure the boxes were safe because sometimes the bottoms get wet and give way and I lifted the fruit from a shelf at waist height and put it on a hand operated trolley and I followed safe and correct lifting practices and I made sure the boxes were loaded correctly and secured in position before I started off and I made sure that my route was clear too.

3

I have to move some boxes of prepared fruit from the store to the production area and I checked the documentation to see that I pick up the fruit that they need and I made sure the boxes were safe because sometimes the bottoms get wet and give way and I lift the fruit from a shelf at waist height and put it on a hand operated trolley and I follow safe and correct lifting practices and I made sure the boxes were loaded correctly and secured in position before I start off and I made sure that my route was clear too.

4

I had to move some boxes of prepared fruit from the store to the production area. I checked the documentation to see that I picked up the fruit that they needed. I made sure the boxes were safe because sometimes the bottoms get wet and give way. I lifted the fruit from a shelf at waist height and put it on a hand operated trolley. I followed safe and correct lifting practices. I made sure the boxes were loaded correctly and secured in position before I started off. I made sure that my route was clear too.

Task 2

The teacher will provide a list of:

- the pcs covered
- the pcs not covered
- how to cross reference to other units.

PAGES 3:24–3:26

Getting a qualification – making the most of appraisal

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	• *Talk about any difficulties or problems*
• discuss training needs	• *Think about areas where I need more training*

Task 2

Model answer:

Operative 1: This is not an honest response. The line manager may think everything is OK.

✓ Operative 2: This is a positive response. The operative is saying that she is learning but that she wants to know more.

Operative 3: This is very negative and puts the blame onto the line manager.

Task 3

These will vary from learner to learner.

Check it

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