

Goods inward and storage

Introduction to Module 3

Supply chain activity has changed significantly over the last 10 years, with the majority of shops now carrying less stock and relying heavily on daily deliveries of goods. Receiving and storing goods is a vital role within retail, especially where large quantities of food are handled on a daily basis and must be stored and rotated correctly.

People working in this area of retail need effective numeracy skills in order to deal with codes, dates, temperatures and pricing goods. They also need to understand the consequences of inaccurate record keeping and incorrect storage of goods.

This module contributes to training for Unit B3 of the NVQ and other related units. It covers the following aspects of receiving goods and materials into storage:

- checking codes and delivery sheets
- understanding and recording times and dates accurately
- understanding temperature
- reading labels
- understanding stock rotation
- pricing goods for sale.

Retail – Module 3: Goods inward and storage					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Checking codes	Re 3:1–3:2	B.3	Rt/L1.4; Rw/L1.3	N1/L1.1	
Recording time	Re 3:3–3:4			MSS1/E3.3; MSS1/L1.2;	
Checking temperature	Re 3:5–3:6	B.3		N1/L1.2; MSS1/E3.9	
Putting goods into storage	Re 3:7–3:8	B.5	Rw/E3.4; Rw/L1.2; Rt/L1.4;	MSS1/E3.9	
Reading labels	Re 3:9–3:12	B.3; B.5; C.2	Rt/E3.5; Rw/E3.1; Rt/L1.5; Rw/L1.2; SLlr/L1.1	N1/L1.1; MSS1/E2.3	C1.2; N1.1
Keeping stock on sale at the right levels	Re 3:13–3:14	B.8		N1/E3.1; N1/E3.4; N1/E3.5	
Stock rotation	Re 3:15–3:16	B.5		MSS1/E3.3	
Pricing goods ready for sale	Re 3:17–3:20	B.8		N2/L1.2; N2/L1.3; N2/L1.5; N2/L1.7; N2/L1.8; N2/L1.9; N2/L1.10; N2/L1.11	N1.1; N1.2; N1.3

Skills checklist

Delivery and storage are parts of retail that customers don't see, but without them there would be nothing to sell. All retail outlets rely on their 'Goods inward' department to check in deliveries and to get the goods into the store safely and efficiently. This means a lot of checking and counting.

Customers trust stores to make sure products are up-to-date and priced correctly, so everyone in the store should know how to rotate stock correctly and discard items that are out-of-date.



You need a good range of numeracy skills in order to check in deliveries and store and rotate products correctly. Tick all the skills you have already and then look at the checklist again when you have used the materials.

Skills for goods inwards and storage	Now	Later
Checking codes and delivery sheets		
Understanding times and dates		
Understanding storage temperatures		
Understanding shelf edge labels and box end labels		
Counting stock		
Pricing goods ready for sale		

PAGES 3:1–3:2

Checking codes

Occupational setting

Taking goods and materials into storage is a frequent and essential part of retail. This involves checking the documentation to make sure it is complete; that the type, quality and quantity are correct and that there are no discrepancies. Understanding the layout and interpreting the codes and abbreviations on delivery notes is essential to the task. Accuracy must always be emphasised when dealing with codes and learners should be encouraged to take their time when cross-checking codes and to double-check.

Materials

Example delivery notes

OHTs showing different codes – some four digits/letters, some five, some six and some seven
Slips of paper listing six seven-digit codes (to be matched in pairs)

Learning outcomes

- 1 To read and compare large numbers, (focus page, Tasks 1–3)
- 2 To understand and use the organisational features of a delivery note to locate information (focus page, Tasks 1–3)
- 3 To recognise words written as abbreviations (focus page)

Introduction

- Examine delivery notes. Ask learners to find the product identifiers (i.e. the code numbers for the products). Point out that delivery notes come in many different formats.
- Using an overhead projector, flash a series of codes one at a time and ask learners to write down how many digits and/or letters they think they see each time. Check learners' responses and ask which codes they found easier to 'read' and which they found harder and why. (The longer the code the harder it is to see at a glance how many parts make it up.)
- Continue with this exploration of the strategies we use to handle large numbers by asking learners how they enter a new number into their mobile phones. (Divide the number up into threes or other sorts of manageable chunks.) Ask them how they would give another person their mobile or home telephone number. Get one or two learners to demonstrate by telling you their mobile number – write it down on the board as they tell you, putting the number into 'chunks' in the way they say it. Try to establish that most of us have to use some sort of strategy (e.g. dividing the number into manageable chunks) when we handle large numbers.
- Link this introductory activity with checking codes on delivery notes by giving each learner a slip of paper with a list of six seven-digit codes. The object of the exercise is to get learners to look carefully at their set of numbers and then find the other person in the group who has exactly the same set. (To make it harder, present matching pairs of numbers in a different order.)
- Discuss the strategies learners used to make sure that they had found the correct partner, (e.g. checking off numbers by grouping them into chunks of three or two digits; matching each digit one to one; using a piece of card/paper as a line guide to help track through the numbers).
- This exercise could be particularly difficult for dyslexic learners who have a tendency to reverse the order of digits (e.g. 12 can become 21) or who invert/reverse the actual digit (e.g. 9 becomes 6). The dyslexic learner with directional difficulties may be heartened by the fact that it does not matter which way you check codes, providing the digits retain the same order. Chunking codes as above will be the best strategy. Learners must be aware of the importance of double-checking.
- Provide learners with a copy of a product list and a selection of product codes from their workplace. Ask them to match/order them and discuss the difficulties that arise.

Focus page

- Look together at the focus page and start by asking the learners what is being delivered. Discuss the meaning of ambient and check if anyone knows what groceries could be coming in that require storage in an ambient temperature (e.g. sugar, flour). This need not be a long discussion but it will help learners to understand where to look on the delivery note to see what is being delivered. They need to be made aware that not only will they have to check the codes for accuracy but they will have to store the goods appropriately; they cannot do this without understanding the nature of the goods being delivered.
- Extend the discussion by asking questions such as *What time did the delivery arrive at the store? What is the code of the goods that were not received? What do we mean when we say that there are discrepancies in the order?* (Remind learners of the task they were doing at the beginning when they were checking their numbers with other people's numbers – they were in fact looking for discrepancies or differences.)
- Explain that delivery vehicles are fitted with a security seal on the trailer door to ensure that the consignment is not tampered with. When the vehicle arrives at the store, the seal on the vehicle should be the same as on departure from the warehouse and vice versa. Ask *What is the seal number on arrival at the store? What is the seal number on departure from the store?*
- Point out the use of abbreviations for the words 'containers' (conts) and 'pallets' (plts) and stress that it is common to make words shorter on forms. Ask learners why this is (space issues). Write five other abbreviations commonly used in retail on the board/flipchart and ask learners what they think the whole words are. Point out that there are lots of clues in an abbreviation as they are made up of letters from the full word.
- Finally ask the learners to identify some product codes (e.g. *What is the product identifier code for the grocery that arrived in 22 pallets?*)

Curric. refs

N1/L1.1

Rt/L1.4

Rw/L1.3

NOS/NVQ

B.3 F, G, H

Key Skills

Task 1

Read and compare large numbers on a delivery note

N1/L1.1

Remind learners of the strategies that can be used to check one number against another:

- count how many digits there are in both numbers and see if they agree
- 'chunk' the number into manageable bits
- say the number aloud as you check.

If the learner has difficulty

- Establish what part of the task the learner finds difficult. Ask them to read out the seal number in the question. Hesitation may mean that they are finding it difficult to track smoothly from one digit to the next. Suggest they move a finger under the digits as they say the number aloud.
- If the learner can read the number, ask them to draw in lines where they feel digits naturally 'chunk' together (e.g. 190/50/45). Ask them to do this on the seal number on the delivery note. Get them to tick if each 'chunk' matches.
- If there is still difficulty, give the learner some three- and four-digit numbers to cross-check. If they can do these without difficulty, then it is the size of number that is causing the difficulty and is probably a visual problem. They will need a lot more practice at using the suggested strategies until they find a method that works for them.

Extension

Ask the learner to look at some sample delivery notes and to find the code for the seal number on arrival.

Task 2

Read and compare large numbers on a delivery note

N1/L1.1

- Remind learners about the abbreviation for pallets.
- Guide learners to use helpful study skill strategies when doing a task like this (e.g. tick off each number in the task and on the delivery note when it has been found and checked for match, so that there will be no doubt about which goods have not been delivered).

If the learner has difficulty

- Cover up all the numbers in the task except the one the learner is working on. This will eliminate the visual distractions caused by numbers that look very similar. (Alternatively, cut out the codes. Cover and reveal one digit at a time.)
- Encourage the learner to ‘chunk’ the number in question and then to take just the first ‘chunk’ and to check it against those in the delivery note to find which one(s) are a possible match. (Learners with good study skills automatically use this process of elimination and reducing the load, whereas those who have weaker study skills do not.)
- Support the learner to do the same with another number and then watch the learner do one on their own.

Extension

Ask the learner to record the product type codes of the missing goods

Task 3

Understand and use the organisational features of a delivery note to record a large number

Rt/L1.4

N1/L1.1

- Check that learners are sure of the difference between arrival and departure.
- Remind them that the same strategies are just as helpful when recording large numbers as they are when checking them (e.g. counting how many digits there are; ‘chunking’ the digits, saying it aloud as you take one chunk at a time and record it in the space provided; checking again at the end).
- Stress that checking and recording codes seems a deceptively simple task, but one that can so easily go wrong if just one digit is missed out or reversed. The retail trade is dominated by codes and they need to be read and recorded accurately if productivity and customer satisfaction are to be maintained.

If the learner has difficulty

- Ask the learner what he or she is finding difficult – is it finding the correct space on the delivery note and/or recording such a large number? More work may be needed to

familiarise learners with the format of the delivery note. Recording large numbers requires a lot of practice and can be supported by teaching learners to ‘chunk and check’.

- Give the learner a smaller number to record. Highlight the word ‘departure’ on the task and in the delivery note to help the learner make the link (check understanding of the word, particularly for ESOL learners) and see if this is done with ease. If this is done easily then build up the size of number to record using the strategies discussed. If necessary, model how to do it for the learner, talking through the process (e.g. *Let me see, I’ve got to find where I have to put the seal number on the note, oh here it is, now this is such a big number I’m going to split it up into smaller chunks*).

Extension

- Ask the learner to make other tasks similar to those on the task page, for other learners to test their skills on. They should include a delivery note containing product types, product identifiers, quantities and a seal number on arrival. On separate cards, they should write codes to represent the seal number on the delivery vehicle and product identifiers on roll pallets.
- Allow the learner to ‘test out’ the activity they have made.

Theme assessment

- Ask the learner to track a product through the whole retail process from when it is ordered to when it is sold to the customer.
- Ask learners to identify the product code on all the paperwork related to it and note every other place where the code is displayed (e.g. order sheet, delivery sheet, outer case, shelf edge label, stock control sheet, etc.). Each workplace will have its own system and use of codes, so you will need to adapt this assessment to suit the specific workplace.

Checking codes

Focus

Goods inward involves checking codes to make sure that the correct goods have been delivered. It is an essential part of retail and requires accurate reading and recording skills. Take a look at the delivery note below.

The product identifier codes on the goods being delivered must be exactly the same as the codes on the delivery note.

Forms and delivery notes often use abbreviations to save space. Here 'Containers' has been reduced to 'Conts', and 'Pallets' to 'Plts'.

UNFINALIZED MANIFEST		Ship to: Store 4858 / Brassington Park Shipment: 30285				
Product type	Product identifier	Warehouse area	Conts	Plts	Cages	Totes
SSTK Non Bat	835850	Ambient grocery	2	2	0	0
SSTK Non Bat	835980	Ambient grocery	0	0	0	0
SSTK Non Bat	849589	Ambient grocery	22	22		
TOTAL			24	24		
Seal number on arrival: 1500398		Arrive store: 13:35		Start unload: 13:55		
Seal number on departure: 1509384		Depart store: 14:30		Finish unload: 14:25		
Containers received: 22 only		Containers rejected/Detail: 2 x 849589 not received				

The trailer's seal number on arrival must be exactly the same as the one shown on the delivery note.

The trailer's seal number on departure must be recorded clearly and accurately.

Discrepancies and damaged goods have to be reported accurately using the correct code numbers.

Checking codes requires great care, especially when the codes are long. Here are some tips to help you:

- First look at the code to see how many letters or numbers it should have.
- Split the code into smaller chunks, for example 849589 can be checked as 849 589.
- Work through the code slowly, checking a few numbers or letters at a time.
- Check the code a second time to make sure that you did not make any mistakes – be particularly careful when you find lots of zeros together!
- Use a line guide such as a piece of paper or a ruler to help you keep your place if you have a long list of codes.
- Say the digits aloud as you check.

Checking codes

Task

UNFINALIZED MANIFEST

Depot:8549 / Fair Oak
Trailer: 9549030285

Ship to: Store 4858 / Brassington Park
Shipment: 30285

Product type	Product identifier	Warehouse area	Conts	Number of		Totes
				Plts	Cages	
T.LUX Wh	2727102	Ambient grocery	2	2	0	0
T.LUX Gr	2727112	Ambient grocery	1	1	0	0
LPC (XF)	7272102	Ambient grocery	1	1	0	0
BBK	7210102	Ambient grocery	3	3	0	0
SWA (NC)	2771002	Ambient grocery	3	3	0	0
GRO	2771202	Ambient grocery	2	2	0	0
TOTAL			12	12		

Seal number on arrival: 1905045	Arrive store: 14:52	Start unload: 15:16
Seal number on departure: _____	Depart store: 15:45	Finish unload: 15:36
Containers received: 10 only	Containers rejected/Detail: _____ _____ were not received.	

Task 1

Here is the trailer's seal number on arrival at the store.

1 9 0 5 0 4 5

Is it the same as the seal number shown on the delivery note?

Task 2

Twelve roll pallets are shown on the delivery note, but only ten have been received. Check the delivery sheet against the codes below. Record the missing items on the delivery note.

Tip

Read through each code slowly and carefully, a few digits at a time, to make sure you have it right.

2 7 7 1 2 0 2

7 2 1 0 1 0 2

7 2 1 0 1 0 2

2 7 2 7 1 1 2

2 7 2 7 1 0 2

2 7 7 1 0 0 2

2 7 7 1 0 0 2

2 7 7 1 0 0 2

2 7 2 7 1 0 2

7 2 7 2 1 0 2

Task 3

Here is the trailer's seal number on departure from the store. Record it on the delivery note.

1 9 4 5 4 5 0

PAGES 3:3–3:4

Recording time

Occupational setting

The movement and delivery of goods is at the heart of the retail sector – 24 hours a day. Tracking and recording this constant movement and the deliveries made involves reading and recording time. As the 24-hour clock is used throughout the retail sector, reading and understanding the 24-hour clock and making the link with the 12-hour clock, which we generally use when talking about time, is important.

Materials

Analogue clock

Learning outcomes

- 1 To read and record time in 12-hour and 24-hour clock (focus page, Tasks 1 and 2)
- 2 To convert between the 12-hour and 24-hour clocks (focus page, Tasks 1 and 2)

Introduction

- Go round the group and ask learners what sort of watch they are wearing. Discuss the difference between analogue and digital. *Why have you chosen to wear a digital watch? If you have to catch a train/bus or have to be somewhere by a certain time, which watch would you find easier to use in planning your time?*
- Ask those learners with a 24-hour digital watch to explain how they work out what time they must leave if they are to get to their appointment.
- Ask those with an analogue watch to do the same. It should emerge that it is quite difficult to calculate time with a 24-hour digital display because you cannot see the 'passage of time' as you can on an analogue clock. It may however be easier to read the time instantly using a digital display.
- Open up the discussion into where and when in their workplace learners have to be concerned about time. Record contributions on the board/flipchart. Establish that time is an aspect of the working life.

Focus page

- Look first at the section of the delivery note shown on the page and ask learners to find the recorded times. Ask them how they know that they are looking at time and not just other codes. Elicit from that the **language** of time that gives clues (e.g. arrive, depart, start, finish). These time markers are particularly important for ESOL learners to understand.
- Point out that 24-hour clock times always have four digits. Give learners some oral 24-hour clock times to write down.
- Using the clock graphic in the left-hand panel, read and discuss the points made. Write a mixture of 24-hour and 12-hour times on the board/flipchart for learners to convert between the two (by adding on or taking off 12, as appropriate, or by using the clock).
- Direct learners to the right-hand panel and get them to record the time shown on the clock in both 12-hour and 24-hour clock times. Invite volunteers to write on the board the different ways of saying/writing the 12-hour clock time. Do the same for the 24-hour clock. It should emerge that the 24-hour clock is more standardised than the 12-hour clock time. It is therefore less likely that a 24-hour clock time will be misunderstood – hence its use in work situations.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.3 MSS1/L1.2	N/A	N/A

Task 1

Read and record time in the 12-hour and 24-hour clocks

MSS1/L1.2

- Refer learners back to the focus page if they need reminding about converting between 12-hour and 24-hour clock times.

- Ask learners to tell you what they must do if they are converting a single-digit 12-hour clock time into the 24-hour clock – they must ‘hold’ the first place with a zero (e.g. 20 past 2 becomes 0220 or 02:20 or 02.20).

If the learner has difficulty

- Make a work schedule based on learners’ workplace experiences for them to complete.
- Check that the learner is comfortable counting in 5s – a skill necessary for counting minutes around an analogue clock.
- Do the first one together, counting the minutes aloud in 5s.

Extension

Ask the learner to calculate the time interval between arrival and the start of unloading and between the finish of unloading and departure.

Task 2

Understand and record time in the 12-hour and 24-hour clocks

MSS1/L1.2

- Illustrate the task by looking at the first row of the table. Explain that there is a considerable difference between the way we say the time and the way we read and record it. Make sure everyone understands to work across the rows of the table.
- Question learners about what is missing from the second set of information before they carry on to complete the task.

If the learner has difficulty

- Cover up most of the task, leaving just the parts being worked on, or present the activity on four separate cards (cut along each row of the table). This can make the task less distracting. This is particularly helpful for the dyslexic learner, who may well be trying to make connections all over the page.
- Establish which part is causing most difficulty. Spend time talking about the way we say time, particularly with ESOL learners. Ask the learner to set different times that you suggest verbally on an analogue clock, or ask them to read off the times that you set. Every time the analogue clock is adjusted to reflect a spoken time, make the link with the 24-hour clock time – these could be small cue cards that look like digital clock displays from which the learner can select.

Extension

Ask the learner to calculate the time intervals in Task 1 (i.e. From ‘arrive at store’ to ‘start unload’; from ‘start unload’ to ‘finish unload’; from ‘finish unload’ to ‘depart store’ and from ‘arrive store’ to ‘depart store’).

Theme assessment

Ask learners to develop a work schedule based on their own workplace experiences. Ask them to show each time in more than one format.

Recording time

Focus

Deliveries can arrive at any time during the morning, afternoon or evening shift. To avoid any confusion, it is best to record times using the 24-hour clock.

Take a look at the section of a delivery sheet below.

24-hour times are written with **four digits**.

The first and second digits represent the **hour**.

The third and fourth digits represent the **minutes**.

A colon (:) or a full stop (.) is usually used to separate the hours and minutes:

09:55 can be written as **09.55** or **0955**

Remember!

Midday is recorded as 12:00, and midnight is recorded as 00:00.

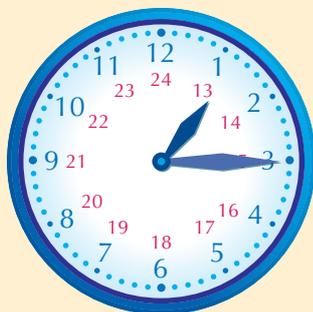
Seal number on arrival: 1985213	Arrive store: 09:55	Start unload: 11:05
Seal number on departure: 1994319	Depart store: 13:15	Finish unload: 12:37

You know when it is the morning (am) using a 24-hour clock, because the first two digits are from 1 to 12.

Quarter past one in the **morning** is **01:15**.

The **hours** for afternoon and evening times (pm), using the 24-hour clock, have had a 12 added onto each number of the clock face.

Quarter past one in the **afternoon** is **13:15**.



We know from looking at the time on this clock that it is the afternoon when the delivery truck departs because the first two digits are from 13 to 24.

The minute hand shows how many minutes there are after the hour.

For example, 37 minutes past 12 is written as **12:37**.

Words like quarter, half, past and to are not used in the 24-hour clock.



Tip

A quick way to change 'pm' times to 24-hour times is to add on 12 hours.

Recording time

Task

Task 1

You are working on the night shift. Record the times on the delivery note using the **24-hour clock**.



pm



pm



Seal number on arrival: 1748392	Arrive store: _____	Start unload: _____
Seal number on departure: 1984309	Depart store: _____	Finish unload: _____

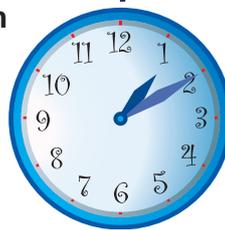
Remember!

'am' is the morning – **before** midday.

'pm' is the afternoon or evening – **after** midday.

Midnight is recorded as 0000.

am



pm



Task 2

Times are recorded and spoken in different ways. Complete the table below using the information given.

Spoken time	Analogue clock	24-hour time
Nine forty-five pm Quarter to ten		21:45
Five thirty pm Half past five		_____
_____ pm		19:50
_____ pm		_____

Tip

To convert 'pm' times to **24-hour** times, add on 12 hours.

To convert **24-hour** times to 'pm' times, subtract 12 hours.

PAGES 3:5–3:6

Checking temperature

Occupational setting

Taking goods into storage involves careful checks to ensure that the correct products and amounts have arrived and that the products are in a safe, undamaged condition. Temperature control is essential in the delivery of food items. The temperature of the delivery vehicle must conform to the required temperature of its contents. Delivery of items must be refused if conditions have not been met. It is important that staff know how to check for temperature discrepancies, how to record a discrepancy and who to inform about their findings.

Materials

Temperature probe

Cards showing a variety of temperatures, and 'fresh', 'chilled' and 'frozen'

Storage labels

Learning outcomes

- 1 To read and compare temperature for the safe storage of chilled and frozen produce (focus page, Tasks 1 and 2)
- 2 To understand the storage temperature of frozen produce (focus page, Tasks 1 and 2)

Introduction

- Discuss vocabulary relating to retail storage (e.g. fresh, chilled, frozen, ambient) and the temperature ranges associated with these categories of storage. Ask what is the 'highest acceptable' temperature for goods in each category. Ensure learners understand what is meant by this term.
- Give each learner a card with a temperature on it – some below zero – and ask them as a group to put the cards in order, hottest at the top of the table, coldest at the bottom. Then put the cards into the categories of ambient, chilled and frozen. Put a blue line at the zero point to show where the positive and negative temperatures begin.
- Ask the group what they notice about the numbers below zero (freezing point) (they have a minus sign in front of the number). *Which is the coldest -1°C or -2°C ?; -6°C or -8°C ?, etc. What happens to the numbers as you move further away from zero in either direction?*
- Display the cards marked 'fresh', 'chilled' and 'frozen'. Ask questions: *If I have a product that has a **maximum** storage temperature of 5°C , where can it be stored?*
- Ask each learner in turn to name one produce item they work with that needs some temperature control and to say which of the storage areas on the cards would be best for their item.

Focus page

- Spend some time familiarising learners with the layout of the vehicle delivery temperature check on the focus page. *What time did the frozen goods come in? What temperature was the vehicle gauge showing when the chilled produce arrived? Did vehicle number BV403 deliver chilled or frozen produce?*
- Ask learners why vehicle delivery temperature checks are made (to ensure the safety of the food being delivered – public health/store liability).
- Show learners the temperature probe and ask if any have seen and used one. Pass it round and ask learners to take the temperature of something belonging to the person next to them (e.g. inside their bag, between the pages of their book, under their arm, their palm). Record each temperature on the board.
- To start learners calculating with temperature, ask questions like, *How many degrees different is that temperature from that one? If I have a product whose maximum temperature is 7°C , how much more/less is that temperature than...?* (ESOL learners may need additional help with the words like 'maximum', 'more' and 'less'.)
- Focus particularly on temperatures below freezing on the focus page as this is hard to do in a practical way in a classroom setting. Pose scenarios like, *If a product has a maximum temperature of -15 degrees, can it be stored at -18 degrees? Which is colder, -20 degrees or -13 degrees?*

- Ask learners to work in pairs to answer the questions on the focus and then get each pair to feed back their answer to the rest of the group, giving their reasons.
- Discuss whether anything should be done about a vehicle that has a temperature of -14°C but that is storing produce that has a **maximum** temperature of -15°C . (A store manager will probably take a sensible decision that one degree is an acceptable tolerance, but any more would not be.)

Curric. refs	NOS/NVQ	Key Skills
N1/L1.2 MSS1/E3.9	B.3 H, I, J	

Task 1

Compare temperatures on a vehicle check sheet to spot errors made in the delivery and handling of chilled and frozen produce

MSS1/E3.9

N1/L1.2

- Suggest that learners use a line guide or reversed-L card (a piece of paper or a ruler will do) to reveal one row of information at a time. (This will help the dyslexic learner with visual tracking difficulties.)
- Suggest that a task like this is best done in a logical, systematic way, checking each piece of relevant information.
- Suggest that saying something aloud can help in making a decision about a piece of information. It can help to model how this is done: *So the vehicle gauge says 6 degrees and the fresh goods can be stored at a **maximum** temperature of 7 degrees – that means no higher than 7 degrees – so the vehicle is cooler by one degree and is therefore acceptable.*

If the learner has difficulty

- Do the first two together, modelling the process aloud so that the learner can understand the process that goes on when doing a checking task like this.
- Start at the first delivery item and for each item ask the following questions:
 - What is the delivery type?
 - What is the correct temperature range for this delivery type?
 - Does the item fit into this range?
 - Do I need to take action? (If yes, what action should I take?)

Extension

Ask the learner to decide which person(s) needs more training from his or her findings.

Task 2

Read and compare temperatures from product labels for safe storage

MSS1/E3.9

N1/L1.2

- Remind learners that they already have shown knowledge of temperatures for storing products when they named items in the introductory exercise. This task will extend that knowledge.
- Explain to learners that they will need a notebook or piece of paper to record the information they are going to find in their workplace to bring back to the next session.
- Question learners about where they will look for this information. Remind them if necessary by looking at examples of storage labels.

If the learner has difficulty

- Limit the number of items to one for each temperature range.
- Provide the learner with storage labels and look at one or two together in class.

Extension

Learners could ask their store manager to give examples of reasons for rejecting items at point of delivery and report back at the next session.

Theme assessment

- Ask learners to list all the equipment that controls temperature in the store where they work.
- Ask them to create a temperature line with 'plus' or positive temperatures up to the highest operating temperature for any item of equipment they have listed and, where applicable, 'minus' or negative temperatures down to the lowest likely operating temperature. They should show each item of equipment against the temperature line – bracketing/marketing the acceptable operating temperature range for each item.

Checking temperature

Focus

It is important to check that delivery vehicles are operating at the correct temperature to ensure:

- legal requirements are met
- products are in perfect condition and are safe to eat.

Take a look at this vehicle delivery temperature check.

The 'maximum temperature' tells you the highest acceptable temperature for the type of produce being delivered.

VEHICLE DELIVERY TEMPERATURE CHECK					DATE: 5th Sept		
TIME	VEHICLE NUMBER	DELIVERY TYPE	MAXIMUM TEMP CHILLED +3°C FRESH PRODUCE +7°C FROZEN -15°C	VEHICLE GAUGE OPERATING TEMP	CHECKED BY	BETWEEN PACK TEMP	ACTION TAKEN
12:35	DN210	Frozen	-15°C	-14°C	JB		
14:12	BV403	Chilled	3°C	6°C	JB	5°C	
MANAGER'S SIGNATURE: K Dolan							

The **operating temperature** shown on the **vehicle temperature gauge** is recorded here. If this temperature is above the maximum, the temperature between the packs of food is checked with a manual temperature probe. This is the **between pack temperature**. If it is too high, the store manager will decide what to do.

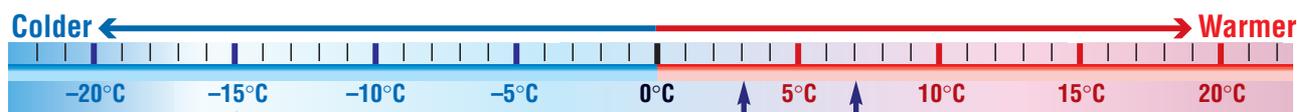
If you were the manager, would you have to take action?
Write the word '**Rejected**' in the action box if you feel it is necessary.

Understanding temperature readings

Temperatures *below* zero are written with a minus sign in front of them. They are called '**negative**' or '**minus**' temperatures.

0°C is the temperature at which water freezes.

Temperatures *above* zero do not have a minus sign in front of them. They are called '**positive**' temperatures.



-15°C
Highest acceptable temperature for frozen produce

3°C
Highest acceptable temperature for chilled produce

7°C
Highest acceptable temperature for fresh produce

Checking temperature

Task

Task 1

There are four errors in this vehicle delivery temperature check sheet. Write the details in the boxes below.

VEHICLE DELIVERY TEMPERATURE CHECK					DATE: 6th Sept		
TIME	VEHICLE NUMBER	DELIVERY TYPE	MAXIMUM TEMP CHILLED +3°C FRESH PRODUCE +7°C FROZEN -15°C	VEHICLE GAUGE OPERATING TEMP	CHECKED BY	BETWEEN PACK TEMP	ACTION TAKEN
08:37	DV312	Fresh	7°C	6°C	JB		
10:35	DN210	Frozen	-15°C	-16°C	AH		
11:42	AL139	Chilled	3°C	5°C	JB		
12:37	BV403	Chilled	3°C	4°C	JB	3°C	Rejected
14:46	A831	Frozen	-15°C	-14°C	AH		
17:22	L433	Fresh	7°C	6°C	AH		
18:48	BX409	Chilled	3°C	1°C	DL		
22:39	DV947	Frozen	-15°C	-17°C	DL	-17°C	OK

Delivery time: Vehicle number: Error: Action to be taken:	Delivery time: Vehicle number: Error: Action to be taken:
Delivery time: Vehicle number: Error: Action to be taken:	Delivery time: Vehicle number: Error: Action to be taken:

Task 2

Go into your workplace and find out which products have these temperature limits. Copy the table below and use it to record your findings.

Maximum temperature -15°C	Maximum temperature 3°C	Maximum temperature 7°C	No maximum temperature limit

PAGES 3:7–3:8

Putting goods into storage

Occupational setting

For the smooth running of any store, it is essential that goods are stored where they can be found safely and easily. Storing products under the correct conditions (e.g. temperature controlled) is also essential for health and safety and the minimisation of waste.

Materials

Selection of box end labels

Learning outcomes

- 1 To read and extract appropriate storage information from box end labels and warehouse charts (focus page, Tasks 1 and 2)
- 2 To read temperatures and understand the storage requirements of chilled produce from box end labels (Task 1)

Introduction

- Give each learner at least two end box labels. As a group, ask learners to sort their labels into alphabetical order using the product name. This will introduce the idea of finding items using alphabetical order.
- Ask learners if putting them into order in this way would help them when they have to store the produce. (No – some things have to be stored together because of certain storage conditions whereas other things are stored in a different way.)
- Ask learners to work as a group to find other ways of sorting their labels (e.g. according to storage groups by temperature).
- Finally, ask the group to sort the labels by date order. *Which ones would be stored at the back in the warehouse and which would be at the front?*
- Stress that there are parts of a label that need not bother them at all. Ask learners to highlight the parts of the label that they have been working with for the sorting exercises (name of product, temperature for storage, date).

Focus page

- Check learners' understanding of key words like 'prefers', 'must', 'benefits from' and 'priority' by asking them to give you examples of sentences using the words. Stress the difference between imperatives like 'never' and 'must' and the more subtle words like 'benefits from' and 'prefers', where user choice affects the outcome. (This may be difficult for ESOL learners. 'It helps' can be used to teach the meaning of 'benefits from' and 'it is better' can be used to teach the meaning of 'preferred.' Accompanying the words with appropriate facial expressions and gestures may help to clarify the meaning. Establish the importance of 'must do' and 'never do'. Point out that items from the 'prefers' and 'benefits from' categories will not be damaged if they are put into other storage positions.)
- Write two or three products on the board together with temperature storage details and ask learners to decide where they would put them in the chart. Remind learners to read the chart titles carefully, and work out the alphabetical position for each item.
- Guide learners to use the colour coding, which is there to speed up storage and to help eliminate errors – the colour is particularly useful for ESOL and dyslexic learners.
- Finally give the learners a short quiz with yes/no/maybe answers (e.g. Limes prefer to be stored chilled? yes/no/maybe. Leeks are fine stored at 4°C? yes/no/maybe).

Curric. refs

Rw/E3.4

Rw/L1.2

Rt/L1.4

MSS1/E3.9

NOS/NVQ

B.5 A, B, C, D, H

Key Skills

Task 1

Read and understand temperature storage information on box end labels

Rw/L1.2

MSS1/E3.9

Rt/L1.4

- Ask learners to say what they understand about the meaning of ambient and chilled conditions for storage.
- Get learners to highlight the part of the label they need to be able to answer the questions (name of product, temperature range).
- Remind learners to use the chart on the focus page to help them decide on the best storage conditions.
- Remind learners that some product knowledge may be helpful (e.g. Maris Piper are potatoes) but not essential when storing by temperature.

If the learner has difficulty

- Work together on one label – ask the learner to choose the one they think looks most difficult. Guide him or her to identify the most relevant parts – the name of the product, the date and the temperature.
- Write down some temperatures to look like a thermometer (e.g. from 0 to 20°C). *Is it true that Maris Piper (that's potatoes) has to be stored anywhere between 2 and 8 degrees? Show me where this is on this sketch of a thermometer. Look at the chart and tell me if it says that potatoes should be stored at that temperature. Tell me other things that need to be stored at that temperature – let's write some of them on this sketch next to the correct temperature.*
- Do another label together and then see if the learner can do the last one on their own.

Extension

Ask the learner to add at least two more chilled items they can identify in their workplace to the chart.

Task 2

Place goods into storage after reading information from a warehouse storage chart

Rw/E3.4

Rw/L1.2

Rt/L1.4

- Ask learners to think about workplace situations in which they had to make a decision or help someone else make one. Stress that there will be times when routines have to be changed and this is all right as long as it is done within an acceptable framework or working guidelines.

- Look at the first question together. Point out that words like 'should you' and 'where will you' indicate that you have to make a choice or decision. If necessary reword for ESOL learners by making the questions more direct (e.g. Where do you store strawberries? Where do you store avocados? Can you store them together?).
- Read the first question aloud and remind learners that doing this can help you understand what is being asked.
- Tell learners to note the highlighted key words in the first question – **avocados, strawberries** – and then to find both fruits on the chart on the focus page and read their storage conditions.
- As a group, decide what may or may not be done with the strawberries.

If the learner has difficulty

- Make the questions more direct: *How are strawberries stored? How are avocados stored? Can you store them together? So can you put the strawberries where the avocados normally go?*
- Support the learner by reading each question – together if possible – and then rewording into the more direct questioning style illustrated above.
- It may help to put the names of the produce being moved onto small cards or use picture cards, so that the learner can physically 'move' the produce around, almost mimicking the action to be taken in the workplace. (This multi-sensory approach should help the dyslexic learner, and the labelling should help the ESOL learner and extend work on vocabulary.)

Extension

Ask the learner to list products from their own workplace that are stored under temperature-controlled conditions.

Theme assessment

Ask the learner to make a chart with the same four column headings as the one on the focus page. Ask them to record products in their own workplace that fall under each temperature band.

Putting goods into storage

Focus

Warehouse charts and box end labels give vital information about where products should be stored. Knowing how to read them is important to the efficient running of the warehouse.

- The **title** tells you what information is contained on the chart.
- The **column headings** tell you about the items listed beneath them.
- Items are listed in **alphabetical order** to make them easier to find on the list.

Temperature bands for fruit and vegetable storage			
<p>Priority Chilled List: Blue box end label</p> <p>Must be stored in the back-up chill section between 2°C and 5°C.</p>	<p>Preferred Chilled List: Green box end label</p> <p>Benefits from chilled storage. <i>Prefers</i> to be cold than warm.</p>	<p>Preferred Ambient List: Yellow box end label</p> <p>Benefits from ambient storage. <i>Prefers</i> to be warm than cold.</p>	<p>Priority Ambient List: Orange box end label</p> <p>Must never be stored below 12°C.</p>
<p>Berries Cauliflower Cucumber (portion) Currants Flowers Grapes Herbs (packet) Leeks Lettuce Mushrooms Raspberries Strawberries</p>	<p>Apples Avocados Baby sweetcorn Beans Carrots Figs Kiwi fruit Pears Peas Plums Spinach Spring onions</p>	<p>Aubergine Chilli peppers Coconuts Cucumber (whole) Grapefruits (all types) Lemons Limes Melons (all types) Oranges Passion fruit Peppers Pineapple Pumpkin Squash Tomatoes</p>	<p>Bananas Garlic Ginger Herbs (growing) House plants Onions Plantain Potatoes Sweet potatoes Yams</p>

Look out for words written in **bold**, *italic*, a different colour or underlined. They are usually different because they are important. You should pay particular attention to these words.

Must
Must never
Benefits from
Prefers

These tell you what is essential.

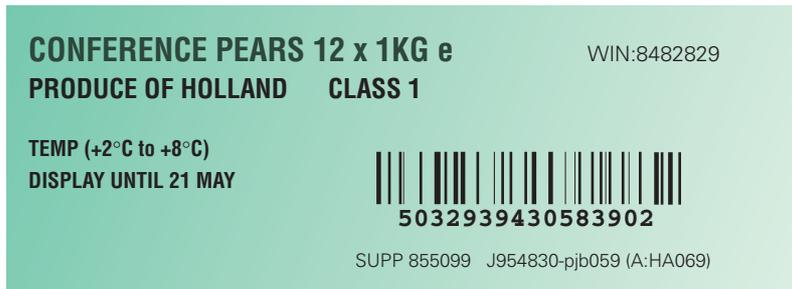
You have to make your own decision about these things.

Putting goods into storage

Task

Task 1

These box end labels are on a delivery that has just arrived. There is plenty of space in the chilled and ambient storage sections. Where will you place each box?



Box A. Store in the _____ section.



Box B. Store in the _____ section.



Box C. Store in the _____ section.

Task 2

In the run up to a Bank Holiday, there is very little space in either the chilled or ambient storage areas.

- 1 Should you remove the **avocados** from the chilled section to make space for a new delivery of **strawberries**? _____
- 2 Should you place the **onions** or the **spring onions** into the chilled section to make space for a new delivery of **aubergines**? _____
- 3 Should you place the **whole cucumbers** or the **cucumber portions** in the chilled section? _____
- 4 Should you place the **figs** or the **flowers** in the ambient section? _____
- 5 Where will you store the **pre-packed herbs** and the **herbs growing in pots**? _____

PAGES 3:9–3:12

Reading labels

Occupational setting

The labels on goods provide vital information for everyone involved in the retail trade. Deliveries, storage, stock control, stock rotation, pricing and health and safety all rely on staff reading and understanding the labels. Depending on current job role, different parts of the label will be of importance to the reader. This focus is about labels that are important to retail staff for stock replenishment and stock management, not the labels on products.

Materials

Selection of box end labels and shelf edge labels

Small cards of months of the year, abbreviated and in full

Audio equipment

Learning outcomes

- 1 To locate particular information on box end and shelf edge labels (focus page, Tasks 1–4)
- 2 To read and understand key words and abbreviations used on labels (Tasks 1–3)
- 3 To read and compare codes (focus page, Tasks 1–3)
- 4 To read and understand shelf edge labels (focus page, Tasks 4–6)

Introduction

- Ask the group, *Why do products in retail have a label?* (to give us information about the product we are handling).
- Question learners about the information they think or already know should be on a label to help them to handle goods in a safe and effective way. Record their ideas on the board/flipchart.
- Give each learner a label and ask him/her to tell you if the information on their label agrees with most of the list on the board. Tick each point as the learner calls it out (e.g. The name of my product is ... ; it has a 'Display until' date of ...', etc.
- Ask learners if there is anything on their label that has not been mentioned. If there is, add it to the list on the board.

Focus page

- Discuss the label on the page, asking learners to confirm that it includes most of the things listed on the board.
- Ask learners if there is anything about box end labels or shelf edge labels that can make them tricky to understand (abbreviations, codes, dates, number of items, etc.).
- Question learners about what can make codes tricky: the numbers of digits in the codes can make them hard to read. Pick out the strategies given on the focus page: grouping or 'chunking' digits together into more manageable bits of information; saying numbers aloud; checking them carefully, one 'chunk' at a time.
- Question learners about the reasons for the many abbreviations used on labels (space constraints). For a bit of fun, write on the board an instruction using text messaging abbreviated style: U hv 2 mins 2 wr the mths of the yr in their short form (You have two minutes to write the months of the year in their short form). If you have ESOL or dyslexic learners, it may be better to give them some small cards with the abbreviated forms of the months of the year, to sort into order – this will check their understanding. It may help some learners to have extra cards with the months of the year written in full so the task becomes a matching exercise.
- Write up some examples of other abbreviations and invite volunteers to write the word out in full (e.g. WT = weight; REF = reference; mm = millimetres; Cat = catalogue; kg = kilogram, gsm = grams (per) square metre). Check that learners understand the meaning of the full term.
- Discuss other points made on the focus page about the use of different size of font and capital letters.

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.5	B.3	C1.2
Rw/E3.1	B.5	N1.1
N1/L1.1	C.2	
MSS1/E2.3		
Rt/L1.5		
Rw/L1.2		
SLlr/L1.1		

Task 1

Locate and interpret information on box end labels

Rt/E3.5

Rw/E3.1

N1/L1.1

Remind learners to double-check when reading codes.

If the learner has difficulty

- Take one of the labels and talk through its parts with the learner, pointing to the things as you go through. It is easy to make assumptions that everyone has understood what is meant by the bar code, etc.
- If working one to one, support the learner through the task, asking them to say each part of the question aloud as they go, so that you can check if it is the reading that is causing the difficulty and/or the format of the labels.
- Reinforce this work with some more examples of labels and some on-the-spot questioning about them. It is important that an employee with poor literacy skills can recognise enough on a label (e.g. name of product, display dates) to enable them to deal with stock at the most basic level.

Extension

Ask the learner to bring some box end labels from their workplace to share with others at the next session.

Task 2

Locate and interpret information on box end labels

Rt/E3.5

Rw/E3.1

N1/L1.1

Check learners know that they will be looking for information that may not agree with the statement.

If the learner has difficulty

It may help to reword the statements into questions (e.g. Are there 10 ring binders in the box? Yes or no?)

Extension

Ask the learner to write four more statements about the labels, two that are true and two that are false.

Task 3

Locate and interpret information on box end labels

Rt/E3.5

- Discuss the exemplified label for this task and the items required by law and the reasons (e.g. weight, name, cost, etc.).
- Check that learners can find a shelf edge label from their workplace.

If the learner has difficulty

Ask the learner direct questions about the label: *Where is the bar code? Point to the cost of this item – how much does it cost for 1 litre? Is the store doing everything it can to inform the customer about the product on this label? (Yes)*

Extension

Ask the learner to repeat this task with two different types of customer labels.

Task 4

Complete a shelf edge label using given information

Rt/E3.5

Rw/L1.2

- Remind learners of the information that is required on a label.
- Ask them to use their own experience or the models discussed previously to complete the label using the words on the page.

If the learner has difficulty

- Provide learners with a completed label to model their answers on, if appropriate.
- Talk them through the features discussed earlier.
- Discuss terminology such as 'Round food savers' (plastic food container). This may be particularly relevant for ESOL learners or learners who are not familiar with supermarket ranges.

Extension

Ask learners to create a label for another product, using their own knowledge of products.

Task 5  **18**

Listen to instructions about shelf edge labels to extract key information
SLlr/L1.1

- Explain to learners that they will be listening to information. Set the scene by asking them to think about their own induction or training period, when they relied upon others to tell them how to do things.
- Play the audio clip once for learners to get the gist.
- Play it again and ask learners to listen for key details about the position of the labels and what to do if the SEL is missing. (Point out that SEL stands for shelf edge label.)
- Play the audio clip again for learners to confirm their answers.
- NB You could role-play the clip for this task using the script.

If the learner has difficulty

If a learner is experiencing difficulty, ask them to concentrate on one question at a time. Listen to this person to find out where to position the shelf edge label. Tell them to listen for words that give position, such as left/right, over/under, in front/behind, etc. Check that ESOL learners understand the meaning of these words.

Extension

Go on to Task 6.

Task 6

Find out about shelf edge labelling procedures in own work setting
Rt/L1.5

- Ask learners to think about the procedures and guidelines that they have to follow in their own workplaces. Are these different from the methods described in Task 5?
- Ask learners where they can check this information. Will they use written material or ask another person at work?

If the learner has difficulty

- Learners involved with restocking shelves and stock control should know and understand this information about shelf edge labels. Ask direct questions about the methods used in their own workplace to assess their knowledge.
- If they need to find out more, check that they have some strategies to find this information.

Extension

Ask learners to explain shelf edge labelling to a new employee at work or to support learners who are having difficulty. Explaining processes to other learners will reinforce learning and give additional confidence.

Theme assessment

Ask the learner to collect/copy some shelf edge labels and box end labels (preferably for the same products) from their workplace. Ask them to annotate the labels to show what each part of the label is showing (e.g. name of product, number of items in the box, size, country of origin, price per unit, etc.).

Reading labels

Focus

The labels on the ends of boxes are used to check on each item from delivery to display.

You can use box end labels to:

- ✓ check that the correct products have been delivered
- ✓ store goods in the correct location in the warehouse
- ✓ make sure that stock is used in date order
- ✓ make sure the correct items are displayed in the correct place.

Every box end label is different but they all have the same kinds of information.

You may find words that have been shortened.

- Days of the week: Mon Tues
- Months of the year: Aug Oct
- Weights and lengths: mm kg
- Long words: Cat – catalogue
No – number

Find out about the ones on the labels you see most.

You can scan or key in the bar code and order code.

To read the numbers under a bar code or the order number:

- group the numbers a few at a time
- say each group aloud as you use them
- check them when you have finished.



Look for the particular word you need amongst all the others as if you are scanning a crowd for a friend.

Take extra care with CAPITAL LETTERS. They are hard to read because every letter is the same height.

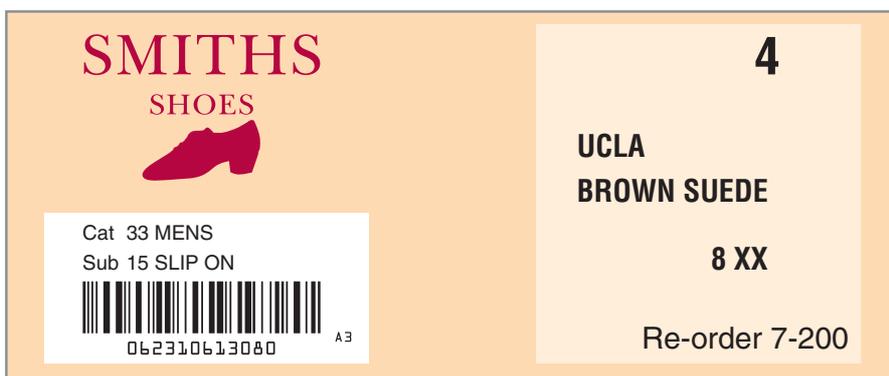
Look out for the way things are written to draw your attention.

Writing may be smaller, **bigger**, **bold**, *italic*, underlined, IN CAPITALS.

If the writing is all the same, you have to look harder for the information you want.

Reading labels

Task



Task 1

Highlight this information on the three box end labels.

- 1 The bar code 15013459500191.
- 2 The re-order number H25470.
- 3 The word 'Envelopes'.
- 4 The words for three different colours.
- 5 The abbreviation for millimetres (mm).

Task 2

Decide whether the following statements are true or false.

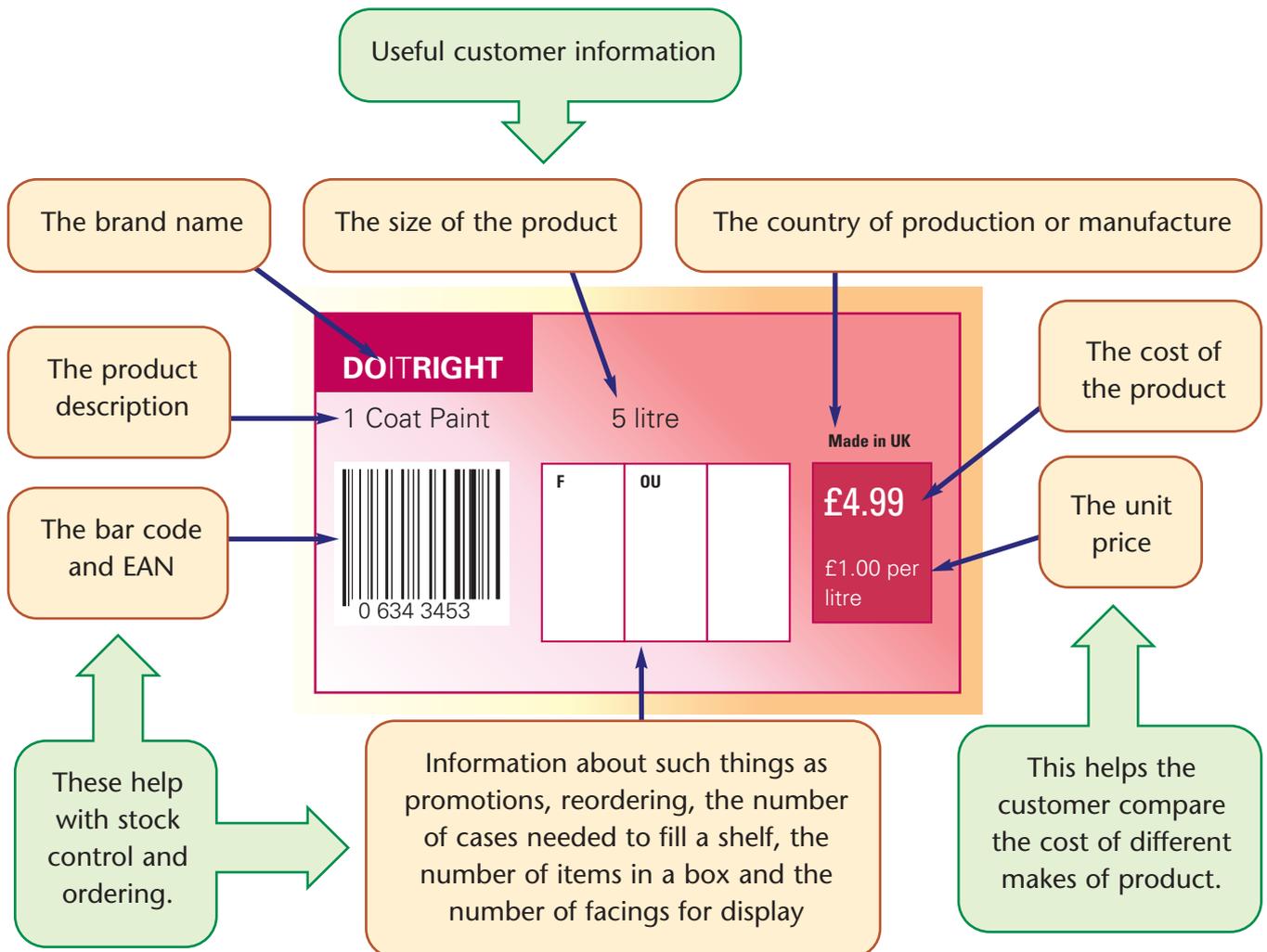
- | | |
|-----------------------------------------------------------|--------------|
| 1 The bar code for the brown suede shoes is 062310613880. | True / False |
| 2 REF. stands for reference. | True / False |
| 3 There are 10 ring binders in the box. | True / False |
| 4 There are 100 envelopes in the box. | True / False |
| 5 7-200 is a re-order number. | True / False |



Reading labels

Task

By law, product price labels have to display certain information for the customer. Where products are not labelled individually, the place where they are displayed must have a clear label. If products are displayed on a shelf, then a shelf edge label (SEL) must be used.



Task 3

By law, every shop must display certain product information to customers.

- 1 Find an SEL from your workplace.
- 2 What information is on the label?
- 3 Make a list of the information that **must** be included on the label by law. Make a note of the reasons why each item is on the label.

Abbreviations on labels

Which ones are used where you work?

EAN European article number

SEL shelf edge label

VAT value added tax

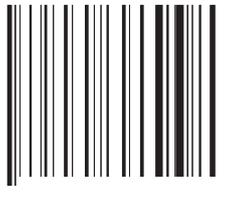
Reading labels

Task

Task 4

Use this information to fill in the spaces in the shelf edge label (SEL) below.

PLASTICO Made in France 007 456 4257
2 round food savers £2.50 £1.25 each

<hr/> <hr/>  <hr/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">F</td> <td style="width: 33%; text-align: center;">OU</td> <td style="width: 33%;"></td> </tr> </table>	F	OU		<hr/> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> <tr><td style="height: 20px;"></td></tr> </table>			
F	OU							



Task 5

18

Listen to this employee telling a new member of staff what to do if an SEL is missing and then answer the questions.

1 Where should the SEL for each product be positioned?

2 What should the new employee do if an SEL is missing?

Task 6

- 1 Find out about the procedures you must follow at work:
 - a to position an SEL
 - b if an SEL is missing
 - c to change the information on an SEL
- 2 Tell a partner what the procedures are in your workplace.
- 3 Write instructions for what should be done.



PAGES 3:13–3:14

Keeping stock on sale at the right levels

Occupational setting

Retail revolves around the movement of stock. Particularly important to this process is the monitoring and recording of stock levels, so that stock can be replenished before levels become too low. Stock can be checked using a portable electronic data-scanning device or by a manual count. The latter is still used in many retail outlets so it is essential that employees can count accurately in batches.

Materials

Several bags of objects to count, some linked by a theme (e.g. a pile of coins; two sets of playing cards and a few odd ones; a box of random small objects; pens and pencils; a pile of receipts, etc.)

Electronic data scanner

Calculators – ideally at least one between two

Learning outcomes

- 1 To carry out a stock control by counting in batches, recalling multiples of numbers like 2, 3, 4, 5 and 10 (focus page, Task 1)
- 2 To multiply two-digit numbers by single-digit numbers in order to carry out a stock count (focus page, Task 1)

Introduction

- Divide learners into groups of three or four working in different areas of the room. Ask each group to count the objects they are given. Ask them to think of at least two ways of doing it.
- Ask each group to report back on the two methods they used for counting; the reasons for doing it in those ways and which method they found easier. It should emerge that they had to establish some sort of criteria for counting objects in batches (e.g. coins by type and then into piles making a pound; playing cards into 10s/black and red/suits; blue pens/black pens/pencils in groups of 10, etc.).
- Record all the different ways and draw out that if this had been stock on shelves in the workplace, the stock is always linked by *type* before counting can take place. This requires careful reading of labels to link goods not only by name but very often by code as well.
- Ask learners what they noticed about trying to count the items one by one – were there any advantages? When would it be sensible to use this method? (When you have a small number of items; when you count how many batches/piles/rows you have formed.) Ask the groups what they think the disadvantages may be of counting items singly. (It's easy to lose your place if distracted and you have to start again.)
- Summarise the activity by linking it firmly with the activity of stock control in the workplace. Question learners about whether they have been involved in counting stock. What did they use to do it? Show the electronic data scanner and ask if anyone has used one. *What does it scan?* (bar code) Talk briefly about the unique product information contained within each bar code.

Focus page

- Talk generally around the page, picking up on the things highlighted during the introductory activity.
- Study the two methods highlighted and remind learners that both methods have a place in counting and controlling stock but, as they found for themselves, it is likely that the second method will be used more often. This requires them to be able to count confidently in multiples of 2, 3, 4, 5, 10, 100, etc. and to multiply two-digit numbers by a single-digit number (e.g. five crates with 16 in a crate (5×16)).
- Ask the learners to listen to you counting in multiples and to supply the missing number when you either hesitate or deliberately miss out a number (e.g. 3, 6, 9, 12, ?, 18, 21; 10, 20, 30, 50, 60. Do this as a bit of fun and as quickly as you can so that no-one feels it is childish to be counting.

- Show learners how to do continuous counting on a calculator by pressing a number on the keypad and then pressing the plus key, then the same number again followed by the equals sign – pressing the equals sign repeatedly will make the number grow by that amount (continuous adding) (e.g. key in 4, +, 4, =, =, = ...; the number will grow by 4: 4, 8, 12, 16, 20, 24 ... on the display).
- Ask learners to use this method on the calculator to imagine counting stock on a shelf or in the warehouse (e.g. six crates with eight items in a crate; five rows of 12 items). Compare answers.
- It should not take long before someone says that it could be a lot quicker to simply multiply the two numbers in a single operation. (You will however have made the point that multiplying is a quicker way of doing continuous addition.) Give learners several stock-counting scenarios so that they can use their calculators to find the answers. Make sure learners share the load if there is only one calculator between two.
- Point out that continuous addition on the calculator is useful but the disadvantage may be the ease with which you can lose your place/forget where you got up to. Care must be taken with the multiplying method that the numbers are entered correctly and that the correct function button is pressed.

Curric. refs	NOS/NVQ	Key Skills
N1/E3.1	B.8 A, E, J, K	
N1/E3.4		
N1/E3.5		

Task 1

Count stock by multiplying and adding on extra items

N1/E3.4

N1/E3.1

- Remind learners that they need to identify the product name and code carefully.
- Suggest learners use a line guide (e.g. a ruler or edge of paper) or a pen to move from row to row when counting, unless it is obvious to count just by eye. This is particularly important for some dyslexic learners who can have difficulties with visual tracking within grids and charts, etc.

If the learner has difficulty

- Establish that reading is not causing difficulty by asking the learner to show you the entry for teak wood filler on the stock sheet.
- Ask the learner to highlight every other row – this can help with counting.
- Ask the learner to record each part of the counting task and encourage them to verbalise what they are doing – this gives them useful auditory feedback and allows you to hear if they are confused about anything.
- Watch how they enter numbers into the calculator, in particular the function/operation key selected.

Extension

Give the learner some additional stock counting scenarios involving larger numbers (e.g. pallets of sugar $20 \times 10 \times 10$ high; pallets of bottled water $12 \times 12 \times 6$).

Theme assessment

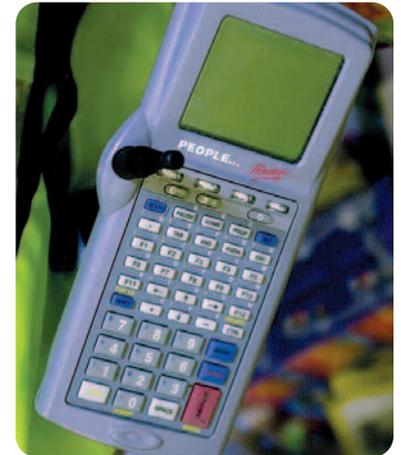
Ask learners to carry out a mini stock check at their workplace.

Keeping stock on sale at the right levels

Focus

Stock control involves checking current stock levels against stock levels needed. In some stores, a portable data entry terminal is used.

Information can be scanned in using a bar code, or keyed in.



From time to time, a manual **stock count** is required.

Counting stock is a skilled job.

- Read details carefully to make sure that you count the correct product. (Always check the size and colour details as well as the main description.)
- Count items quickly and accurately.
- Keep an accurate record of the results of the count.

Remember!

Key in information very carefully. Always check the display to make sure that your entries are correct.

There are two methods for counting stock.

Method 1. Count every individual item

There is nothing wrong with this method. However, there are some disadvantages.

- It is very **slow**.
- If you get distracted and lose count, you will have to start counting again from the beginning.

151 ... 152 ...
153 ... 164
Oops! I think I
lost count again.



Method 2. Count in batches and add on single items

Counting in batches is a quick method.

- Line up the items in **rows**.
- **Multiply** the number of items in each complete row by the number of complete rows.
- If your items are stacked more than one row high, **multiply your answer** by the number of rows high.
- **Add on** any items that do not make a full batch.



$$6 \times 8 = 48$$

$$48 \times 2 = 96$$

$$96 + 1 = 97$$

Keeping stock on sale at the right levels

Task

Task 1

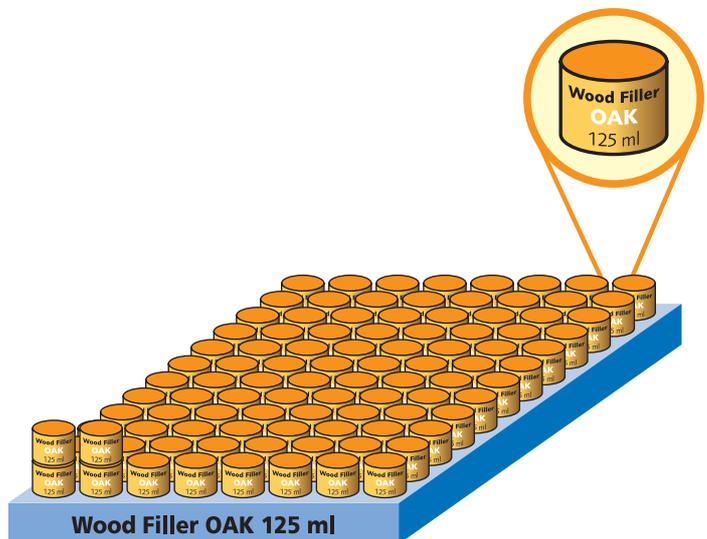
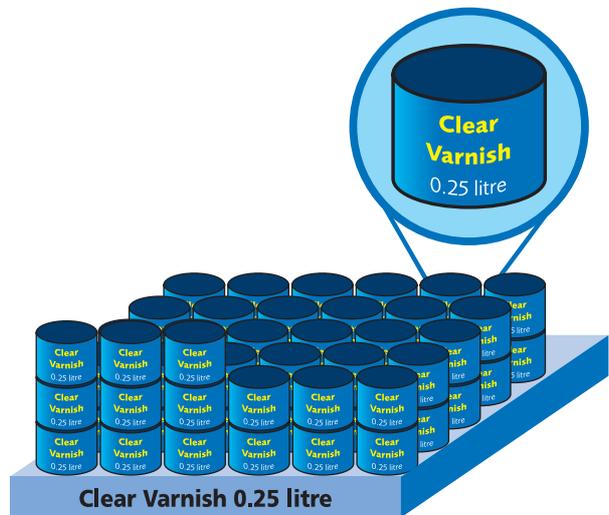
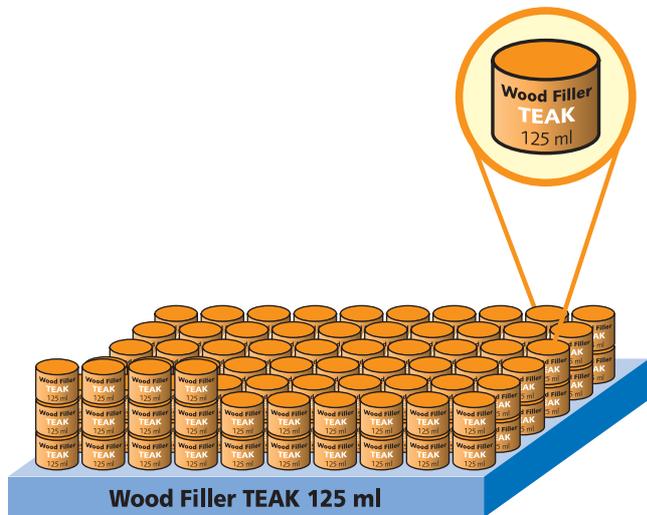
You have been asked to do a manual **stock count**. How many are there of each item? Fill in the stock sheet below with your answers.

Tip

Read descriptions carefully to make sure you count the correct items.

You can use a calculator to help you count in batches.

Stock sheet		
Code	Item	Quantity
2848357	Clear varnish 0.5 litre	
2848329	Clear varnish 0.25 litre	
7382394	Wood filler 125ml – Oak	
7382398	Wood filler 125ml – Teak	



PAGES 3:15–3:16

Stock rotation

Occupational setting

Putting goods into the required location is a ceaseless operation in any retail business. In the food sector this involves paying particular attention to Use By and Sell By dates. Stock rotation, particularly in the fresh produce section, adheres to stringent health and safety requirements. Stores or shops that sell out-of-date goods can be prosecuted. Reading and understanding different date formats is therefore important for all concerned in retail.

Materials

Pack of small cards or food labels with different dates in a variety of formats

Date coding sheet from Source material (0:13)

Learning outcomes

- 1 To read and understand different date formats to carry out regular stock rotation (focus page, Tasks 1 and 2)
- 2 To understand the language used in retail to exemplify common date formats (focus page, Tasks 1 and 2)

Introduction

- Put a pile of small cards (or food labels) showing different dates in a variety of formats in the middle of the table. Ask learners (individually or in pairs) in turns to take a card and lay it on the table so that the cards are in date order, with the 'oldest' at the top (back). As the list grows, encourage learners to confer with others if they are not sure. Dates that are the same but in different formats can be put on top of each other.
- Question learners about the strategies they used to sort the dates. Did they find that sorting by the day proved unhelpful? Did they find that they had to sort by year, if applicable, and then by month and finally by day? Did they have any difficulty knowing how many days in each month? Did they have any difficulty knowing the order of the months and linking it to a

number (e.g. 08 is the eighth month, which is August).

- This activity may cause difficulty for some dyslexic learners with sequencing difficulties. It may be useful to produce a chart showing the months of the year, the number of the month and the number of days in each month (e.g. August, 31 days, 08; November, 30 days, 11.)
- ESOL learners may need additional work on the vocabulary of ordinal numbers (e.g. eighth month, second month, etc.).
- Summarise the activity by asking for volunteers to write a date – supplied verbally by you – on the board in as many formats as possible.
- Write on the board/flipchart the words 'Use By', 'Sell By', 'Best before' and 'Display until' and ask if learners can explain the subtle differences between them.

Focus page

- Discuss the importance of stock rotation. If necessary, work together to answer the question about the cola bottle.
- Ask learners to look together in pairs at the Date coding sheet from the Source material. Check their understanding by posing questions.

Curric. refs

MSS1/E3.3

NOS/NVQ

B.5 F, G, H

Key Skills

Task 1

Sort chilled produce by date order

MSS1/E3.3

- Remind learners to use the chart if they are in any doubt about the order of the months.
- Check everyone is certain about which items go to the back of the shelf (the freshest).

If the learner has difficulty

Write the dates on individual pieces of card/paper for the learner to put into order by months and then by date (referring to the chart if necessary). This 'hands-on' approach is helpful for learners who need a more kinaesthetic way to learn. Dyslexic learners would also find this helpful.

Extension

Give the learner some more dates to sort, but this time written in different formats.

Task 2

Match Sell By dates that use different date formats
MSS1/E3.3

Do one together just to establish that learners understand to draw lines to match pairs of dates.

If the learner has difficulty

- Highlight each date as it is matched so the learner can see which dates are left.
- If there is still a difficulty, write the dates onto cards so the learner can physically sort and match them, changing his or her mind until entirely satisfied.

Extension

Ask the learner to go into the workplace and note the range of Sell By/Use By dates on certain items of food (e.g. cheese, bacon, butter, salmon).

Suggest the learner uses a pro forma to help in this mini data collection, e.g.

Item	Oldest date (in front)	Freshest date (at the back)
cheddar cheese	29 August	20 August

Theme assessment

Learners could conduct a stock rotation of fresh, refrigerated and frozen foods, recording Use By dates and indicating whether items should be discarded or reduced for a quick sale.

Stock rotation

Focus

Out-of-date food is unsafe to eat. Your store can be prosecuted if they offer out-of-date stock for sale. Stock has to be removed from sale before it becomes out of date.

Different manufacturers write dates in different ways.

- Sometimes the month is written out in full (e.g. August).
- Sometimes the month is shortened to the first three letters (e.g. Aug).
- Sometimes a number represents the month (e.g. 08).

If a date contains just numbers, the day of the month is written first, then the month, then the year.



Stock needs to be controlled by date order.

Freshest items are placed at the back of the display and the oldest items are moved to the front of the display to get sold first. This is called 'stock rotation'.



When you are sorting stock into **date order**, put the months in order first. Then look at the day of the month.

For example, 24/07/05 comes before 23/08/05.

Will the cola in the picture be all right to buy and drink on 13/08/05?

Explain your reasoning.

Different manufacturers give different instructions in front of the dates on their products. For example:

- Best Before
- Best Before (x)
- Best Before End
- Display Until
- Sell By
- Use By (x)

It is important that you are aware of the differences between these date codes. Take a look at the Date coding information in the Source material to find out more.

Stock rotation

Task

It is important that products are stored and displayed in strict date order to try to ensure that they are sold within the permitted time.

Tip

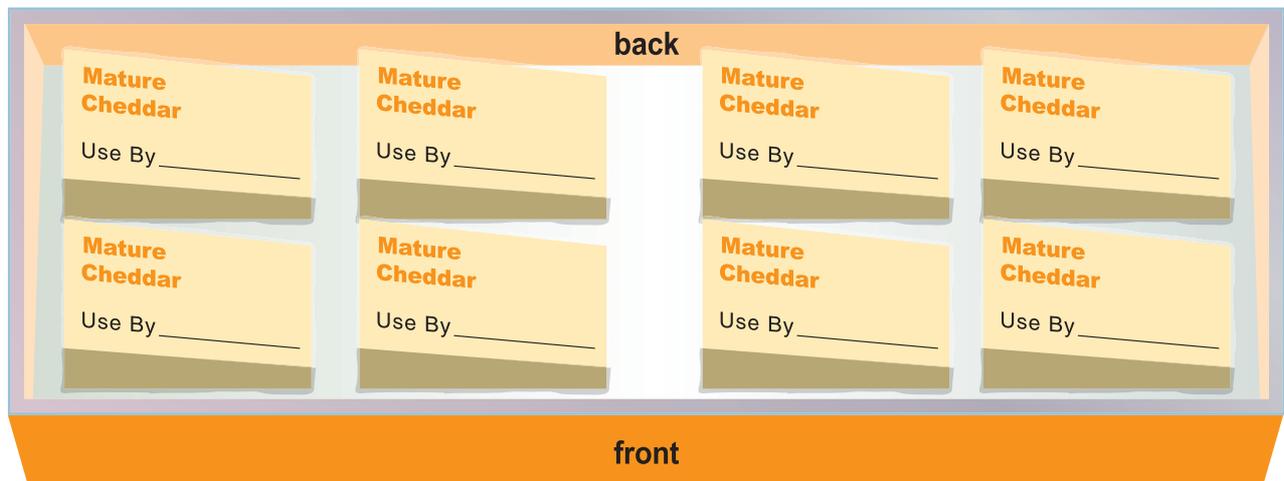
- Freshest items should go at the back.
- Put the months in order first. Then look at the day of the month.

Task 1

The stock in this cheese counter needs rotating. There are:

- four items dated 'Use By 29 Oct'
- two items dated 'Use By 9 Nov'
- two items dated 'Use By 2 Nov'.

Write the date on each item to show where it should be placed.



Task 2

Match the products that have the same Sell By dates.



PAGES 3:17–3:20

Pricing goods ready for sale

Occupational setting

The retail trade's prime function is to sell things. In the complicated business of maintaining levels of stock, rotating, clearing and replenishing stock, it is common to see price reductions in shops and stores throughout the year. From food to fan ovens, price reductions are the incentives given to the public to encourage them to buy. It is therefore important that retail staff understand about pricing up and selling these reduced products.

Materials

Pictures of sale items

Learning outcomes

- 1 To recognise equivalent common fractions and percentages in pricing goods for sales discounts (focus page)
- 2 To round numbers in order to work out discounts and mark-up prices on products (focus page, Tasks 1–3)
- 3 To understand and work out discounts and mark-up prices on goods using fractions and percentage increase and decrease (focus page, Tasks 1–3)

Introduction

- Introduce the language of price reduction and ask learners for examples from their workplaces. This may include fractions and percentages or simply 'Great reductions', where items are individually priced down. There are also special offers such as '3 for the price of 2' or 'buy 1 get one free'.
- Write on the board some sales offers in a mixture of fractions, percentages and words (e.g. 50%, half price, 25%, a third, 5%, $\frac{1}{2}$, etc.). Ask learners to decide which reduction they would most like to see on a new coat/washing machine/pair of shoes. Which one would they like the least? Why?
- Ask learners to write the discounts in descending order – the best at the top. This is an opportunity to check individual understanding of fractions/percentages. It is

important to observe and listen to learners as they work through these examples. Notice what strategies and number connections are being made.

- Establish that all learners have made the important connection that something expressed as a fraction can be the same amount as something expressed as a percentage (e.g. $\frac{1}{2}$ is the same as 50%). Ask them to link other simple fractions to percentages.
- Discuss the meaning of percentage and investigate learners' approaches to working out percentages. In the retail sector, 10% will be the percentage used most commonly so it is worth ensuring that learners can calculate this in a way that they understand and can repeat accurately.
- Introduce the language of 'sales talk' and pick out some of the expressions used: 'a third of the normal retail price'; 'a third off the normal retail price'. *What is the difference?* 'Everything half price'; 'Up to 50% off everything' – *What is the difference?* 'You can make a 20% saving on all marked goods'; '20% off all marked goods'; Buy one and get the second for $\frac{1}{2}$ price.
- Give learners plenty of practice at calculating both the deduction and the reduced price. Give some examples where reductions are not so straightforward (e.g. $\frac{1}{3}$ off or 25% of £12.99).
- Ask learners what they will do with uneven numbers. Make sure learners are able to round up. Discuss situations in which it is better to round up before calculating the discount and occasions where this will be done afterwards. Learners can work in pairs, giving each other reductions to calculate.

Focus page

- Ask learners to complete the task on the page. Check individual responses.
- Model on the board how to work out a third off an item costing £60, £75, £29.99 (introduce rounding up).
- Ask learners to work in pairs with some pictures of products labelled at certain prices. Ask them to use the 50%, 10%, $\frac{1}{2}$ and 25% discounts on the focus page to work out at what price they would re-label the goods.

- Note: some learners may have to do VAT calculations and the skills needed may have to be extended beyond this focus page.

Curric. refs	NOS/NVQ	Key Skills
N2/L1.2	B.8 G	N1.1
N2/L1.3		N1.2
N2/L1.5		N1.3
N2/L1.7		
N2/L1.8		
N2/L1.9		
N2/L1.10		
N2/L1.11		

Task 1

Work out the discount of sale items by rounding and working out the fractional parts of a whole

N2/L1.2
N2/L1.5
N2/L1.7

- Work through the example on the page together, stressing that working out a discount involves a two-step process. (Dyslexic learners can find multi-step procedures a burden on the short-term memory. Encourage the learner to write the two steps on paper as a reminder that they have not found the answer after doing just the first part of the calculation – there is another step to do).
- Ask learners why they think stores price items with an odd 99p on the end. (e.g. £12.99 – it gives an impression of cheapness/a bargain).
- Challenge learners orally with several prices of goods that need rounding up (e.g. £29.99, £0.99, £68.90, £2.94, etc.) before attempting the discount part of the calculation.

If the learner has difficulty

- Monitor each step for understanding/discuss strategies used.
- Give much simpler examples to establish the two-step principle. Do not include the rounding up (e.g. 50% off £20, a third off £12, a $\frac{1}{4}$ off £40).
- Use real money to practise rounding up – it helps to handle and actually see how few coins are needed to bring an amount up to whole pounds.

- Have some prepared sheets with headings:

Step 1

- Round up the cost of the item on sale to the nearest whole pound.
- Divide this amount by the number at the bottom of the fraction.

Step 2

Take this amount away from the original price.

Extension

Ask the learner to explain what percentage discount they get on a 'Buy one get one free' offer. This will vary depending on your perception of the discount. *Are you getting 100% off or is it 50%?*

Task 2

Work out the percentage discount of sale items

N2/L1.7
N2/L1.9
N2/L1.10
N2/L1.8
N2/L1.11

- Remind learners that if they are not using a calculator then it helps to round up a price if it is close to a whole pound before working out the discount (e.g. £3.99 can be rounded up to £4). If learners use a calculator then it is still a good idea to round up first because there are fewer digits to input and therefore less likelihood of error.
- Check with learners that they have a successful strategy for calculating percentage discount. Encourage them to use links with fractions if it helps.
- Remind learners that this is a two-step process. First they must find the discount and then they must deduct it from the original price. Working in pairs, get learners to work out how much they have to pay for the DVD player. (Round price up to £140; 25% discount is £35; you pay £104.99.)
- Ask learners to complete the other two discounts.
- Discuss their findings and introduce another way to do percentage discounts by using the % operation key on the calculator.
- Ask learners to do the other two items using the percentage key method on the calculator. Point out that they now have two methods for calculating percentage discounts – a calculator is not always available!

If the learner has difficulty

- Ask the learner to talk through how they will find a percentage discount so you can find out where the difficulties lie. Listen to the language they use when describing the numbers and operations to assess their level of understanding.
- If necessary, go back to the concept of percentage as a fraction of 100. Learners frequently have difficulty with the multi-step aspect of this activity, as well as the whole concept of percentage. Use *Skills for Life* Level 1 Unit 2 for support.

Extension

Give the learner three more discounts to do using both methods on the calculator. Encourage them to show the steps of their working.

Task 3

Work out the price to charge for items that include a percentage mark-up

N2/L1.7

N2/L1.9

N2/L1.10

N2/L1.11

- Discuss the concept of profit and that companies make some profit by charging the customer more for an item than they paid for it. It makes sense to link this with the discounts offered by companies and point out that even with a large discount, the company may well still be making a profit if the mark-up to start with was very large.
- Test understanding by posing questions such as, *If an item is to have a 50% mark-up, how much will that be on a DVD player costing £200? (£100). So what will the DVD be priced at in the store? (£300) So if in a few months' time the store offers the DVD at the bargain price of £250, will they still have made a profit? (yes – £50)*
- Point out that in this task we are looking at profit margins, not discounts. Profit is calculated by adding the mark-up to the whole price. Ask learners to enter the amount given in the example into their calculators (£12.69) and multiply by the whole percentage price the customer is being charged (100% plus the percentage mark-up of 55% – 155%). Divide this by 100 to reveal the new price tag – £19.6695. As it says in the example, companies normally round this up to £19.99.

- Point out that when rounding prices to the nearest 99p, prices ending '.00 to .49' are rounded down but prices ending '.50 to .98' are rounded up. Provide some examples for learners to try out.

If the learner has difficulty

- Many learners will find this multi-step procedure difficult. The dyslexic learner in particular may become confused at where they are in the proceedings and forget to complete certain parts of the problem. ESOL learners will probably need particular help with the language of profit and loss. It is helpful to write the process down as numbered steps so that each step can be ticked off as it is completed.
- Reduce the complexity of the task. Work through a few examples together using whole numbers (e.g. £20 with a mark-up of 50%), talking through the logic and avoid using the calculator: *If 50% means half, what is half of £20? (£10) So we know now that the item has to be marked up by £10 (i.e. profit added of £10), so £20 plus £10 is £30, so that's what the price tag must say. Now let's do the same with something that comes in at £40 and has a 50% mark-up ... Let's do our £20 item again but this time with a 25% mark-up. 25% is a quarter, so if £10 is a half, half of that is a quarter so that's £5, etc.*
- It may be necessary to go back to basics and do some examples using real money so the learner can use the 'concrete' rather than the abstract.

Extension

Ask learners to find at least five examples of price tags from their workplace and the mark-up that has been put to share with the group at the next session.

Theme assessment

- Ask learners to collect examples of wholesale prices and the shop's percentage mark-up and to calculate the mark-up and retail price for several items.
- Ask learners to find out about discounts offered to staff/customers and to calculate the amount of discounts and the price after discount for several items.

Pricing goods ready for sale

Focus

Most retailers run sales promotions to encourage customers to buy their goods. They advertise special offers as a **fraction** or a **percentage off** the normal price.

10% discount if you open a store card today

PRICES SLASHED BY 25%

$\frac{1}{4}$ off the normal price



50% OFF ALL ITEMS!

Save up to $\frac{1}{3}$ on normal prices

1/2 PRICE SALE

Match the price reductions that are the same.

Fraction price reductions

Fractions are written with one number above another.

These are the fractions by which prices are often reduced:

$\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$

Percentage price reductions

Percentages are written using this symbol: %

These are the percentages by which prices are often reduced:

25% 50%
5% 10% 20%

Remember!

Price **reductions** = customer **savings**

The fraction or the percentage price reduction is what the customer **saves**.

The original price minus the price reduction is what the customer **pays**.

Pricing goods ready for sale

Task

Working out fraction price reductions

Step 1: Calculate what the customer saves

Divide the **original price** by the bottom number of the **fraction**. You can round the price to make the calculation easier.

For example: $\frac{1}{4}$ off **£19.99**

Divide £20 by 4.

$20 \div 4 = 5$. The customer saves **£5**.

Step 2: Calculate what the customer pays

Subtract the **saving** from the **original price**.

For example:

The **original price is £19.99**.

The **customer saves £5**.

The **customer pays £14.99**. ($19.99 - 5 = 14.99$)

Tip

You can *round* the original price to make **step 1** easier, but use the *unrounded* original price in **step 2**.



Task 1

Price these goods ready for sale.

1

Denim Jacket

PRICE CUT: $\frac{1}{4}$ off the marked price

Was: £49.99

Save: £ _____

Pay: £ _____

3

Stonewash Bootleg Jeans

Old price: £35.99

Sale offer: $\frac{1}{3}$ OFF

Sale price: £ _____

Save: £ _____

Remember!

To find the amount saved,

- Round to the nearest whole pound.
- Divide the price by the bottom number of the **fraction**.

2

$\frac{1}{2}$ price sale

Mikee Air Walk Trainers

Original price: £36.99

Save: £ _____

You pay: £ _____

Remember!

Check your answers.

The amount the customer **saves** and the amount the customer **pays** must add up to the **original price**.

Pricing goods ready for sale

Task

Working out percentage price reductions

25% off £19.99

Step 1: Calculate what the customer saves in a way that suits you

This may be:

- a Knowing that 50% is half (so 25% is half as much again)
- b Knowing that 25% is the same as $\frac{1}{4}$.
The customer saves **£5**.

Step 2: Calculate what the customer pays:

Subtract the **saving** from the **original price**.

For example: **25% off £19.99**

The **original price is £19.99**.

The **customer saves £5**.

The **customer pays £14.99**. ($19.99 - 5 = 14.99$)

Tip

You can *round* the original price to make **step 1** easier, but use the *unrounded* original price in **step 2**.



Task 2

Price these goods ready for sale.

1

DVD Player

Special offer: 25% price reduction

Was: £139.99

Save: £ _____

You pay: £ _____

2

50% off

GAMES CONSOLE

Original price: £154.99

Save: £ _____

Pay just: £ _____

3

MP3 PLAYER

BONANZA PRICE CUT: Save 20%!

Old price: £179.99

Sale price: £ _____

An amazing saving of: £ _____

Tip

Find 10% first, then double your answer.

Remember!

Check your answers.

The amount the customer **saves** and the amount the customer **pays** must add up to the **original price**.

Pricing goods ready for sale

Task

Calculating retail prices

Goods are sold for profit. The store buys from a wholesaler and adds a 'mark-up' to the wholesale price. This gives a retail price (the amount the customer pays).

You can think of it like this: the customer pays 100% of the wholesale price plus the mark-up.

For example, the **wholesale price** for this bicycle computer is **£12.69**. The **mark-up is 55%**.

The customer will pay **155% of £12.69**. (100% + 55%)

Using the calculator this is:

$$12.69 \times 155 \div 100 = 19.6695$$

Most stores round their prices to the nearest 99p, so the retail price is **£19.99**.



Task 3

Calculate the retail price for these products. Round your answers to the nearest 99p.



Remember!

The retail price is 100% of the wholesale price plus the percentage mark-up.

Item	Description	Wholesale price	Mark-up	Retail price
MX3450	Shell-safe fully vented helmet	£34.49	60%	£ _____
DT498	Sport-ace sprint wheels	£25.99	70%	£ _____
BZ493	Lite-source front LED lights	£12.25	25%	£ _____
GT450	Go-tour cycle gloves	£3.45	40%	£ _____

Check it

Delivery note no: 30285
Customer O/No: 774963

ALL YOU NEED STORES

Page 1 of 1

Bay No. R99R
Trailer: 9549030285

Ship to: 4858
 Brassington Park Depot Brassington BN1 WE4

Prod. Type	Prod. Identifier	Warehouse area	Conts	Number of		Totes
				Plts	Cages	
FAB SOFT SUMM MED	2727102	Ambient grocery	2	2	0	0
FAB SOFT TROP BREE	2727112	Ambient grocery	1	1	0	0
WASH TABS	7272102	Ambient grocery	1	1	0	0
WASH SODA	7210102	Ambient grocery	3	3	0	0
SPRY STRCH	2771002	Ambient grocery	3	3	0	0
IRN WTR	2771202	Ambient grocery	2	2	0	0
TOTAL			12	12		
Seal number on arrival: 1905045		Arrive store: 14:50		Start unload: 15:16		
Seal number on departure: _____		Depart store: 15:45		Finish unload: 15:36		
Containers received: 10 only		Containers rejected/Detail: _____ _____ were not received.				

1 Look at this delivery note. Which of these statements is true?

- A 3 containers of summer meadow fabric softener are supposed to be in this shipment.
- B 2 containers of tropical breeze fabric softener are supposed to be in this shipment.
- C 1 container of washing tablets is supposed to be in this shipment.
- D 2 containers of spray starch are supposed to be in this shipment.

Rt/L1.5

2 What time did unloading finish?

- A 1536
- B 1516
- C 1450
- D 1545

Rt/L1.5

3 Which line has matching codes?

- A TEL-BRI-007 TEL-BIR-007
- B TEL-BRI-005 TEL-BRI-005
- C TELBRI002 TEFBRI002
- D TEL/BRI/070 TEL/BBI/070

N1/L1.1

4 This clock is showing the time when a morning delivery arrives. How should it be recorded using the 24-hour clock?

- A Ten to eight
- B 7.50 am
- C Just gone $\frac{1}{4}$ to eight
- D 07:50



MSS1/L1.2;
MSS1/L1.7

VEHICLE DELIVERY TEMPERATURE CHECK					DATE: 5th Sept		
TIME	VEHICLE NUMBER	DELIVERY TYPE	MAXIMUM TEMP CHILLED +3°C FRESH PRODUCE +7°C FROZEN -15°C	VEHICLE GAUGE OPERATING TEMP	CHECKED BY	BETWEEN PACK TEMP	ACTION TAKEN
12:35	DN210	Frozen	-12°C	-11°C	JB		
14:12	BV403	Chilled	3°C	2°C	JB		
15:27	HK132	Fresh	6°C	5°C	LR		
MANAGER'S SIGNATURE: K Dolan							

5 Look at the vehicle delivery temperature check. Which of these statements is true?

- A The frozen delivery is too warm.
- B The delivery on vehicle number BV403 is too warm.
- C The 14:12 delivery is too warm.
- D The delivery checked in by LR is too warm.

N1/L1.2; MSS1/E3.9; HD1/L1.1

SHEDS4U

Wood preservative 10 litre **Made in China**



0 987 3856

F

OU

£9.99

£1.00 per litre

6 What is this a shelf edge label for?

- A 10 litres of wood preservative that costs £1.00
- B 10 litres of wood preservative that is made in China and costs £9.99
- C SHEDS4U that is made in China and costs £9.99
- D 1 litre of wood preservative that is made in China and costs £9.99

Rw/E3.1

7 Which of the codes below matches the one on the shelf edge label?

- A 0 983 8567
- B 098 738 56
- C 0 987 3856
- D 0 698 7385

N1/L1.1

Colour TV

PRICE CUT: $\frac{1}{4}$ off the normal price

Was: £124.99

Save: £ _____

Pay: £ _____

8 How much does the customer save on this colour TV?

- A £25.00
- B £31.25
- C £93.75
- D £62.50

N2/L1.7; N2/L1.2; N2/L1.11

Tennis racket

PRICE CUT: Save 20%

Was: £139.99

Save: £ _____

Pay: £ _____

9 How much does the customer pay for this tennis racket?

- A £20.00
- B £140.00
- C £28.00
- D £112.00

N2/L1.7; N2/L1.9; N2/L1.10;
N2/L1.8; N2/L1.11

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

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

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

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

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

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

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

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

10 Look at the 'Date coding' sheet above. Decide when the item should be removed from sale.

- A Close of trading on 15th June
- B Close of trading on June 12th
- C Close of trading on 18th June
- D Close of trading on June 3rd

USE BY (3) 15 JUN

Rt/L1.5; Rt/L1.1; MSS1/L1.3

Audio

PAGE 3:12

Reading labels

Task 5 18

Right. So every morning we have to check to see that every product has got a shelf edge label. The SEL **has** to be to the left-hand side under the first facing of the product at all times. You know that a facing is one item of the product? This type of bubble bath has got three facings so the SEL has to be on the left-hand side under the first one as you look at them. OK? If an SEL is missing, you should let your line manager know and she will tell you what to do.

Answers

PAGES 3:1–3:2

Checking codes

Task 1

Yes

Task 2

1 × 7210102 and 1 × 2771202 were not received.

Task 3

Show your work to your teacher.

PAGES 3:3–3:4

Recording time

Task 1

Arrive store: <u>22:55</u>	Start unload: <u>23:05</u>
Depart store: <u>01:10</u>	Finish unload: <u>00:25</u>

Task 2

Spoken time	Analogue clock	24-hour time
Nine forty-five pm Quarter to ten		21:45
Five thirty pm Half past five		<u>17:30</u>
<u>Seven fifty (pm)</u> <u>Ten to eight</u>		<u>19:50</u>
<u>Ten forty pm</u> <u>Twenty to eleven</u>		<u>22:40</u>

PAGES 3:5–3:6

Checking temperature

Task 1

You may have written something like this.

Delivery time: **11:42**

Vehicle number: AL139

Error: A between-pack temperature check should have been taken.

Action: Carry out a temperature check.

Delivery time: **12:37**

Vehicle number: BV403

Error: The between-pack temperature was the same as the maximum temperature so the delivery should not have been rejected.

Action: The person who carried out the check needs more training.

Delivery time: **14:46**

Vehicle number: A831

Error: A between-pack temperature check should have been taken.

Action: More staff training needed.

Delivery time: **22:39**

Vehicle number: DV149

Error: The gauge operating temperature was lower than the maximum temperature so it was not necessary to take a between-pack temperature.

Action: Train staff to read and understand temperatures below freezing.

Task 2

Show your completed table to your teacher.

PAGES 3:7–3:8

Putting goods into storage

Task 1

Box A. Store in the chilled storage section

Box B. Store in the ambient storage section

Box C. Store in the chilled storage section

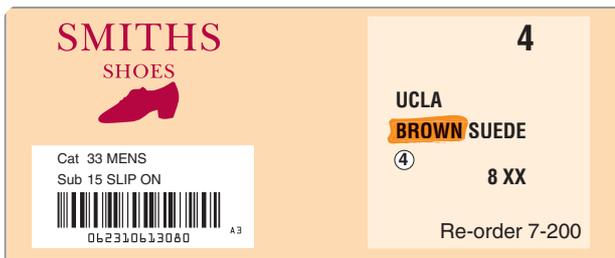
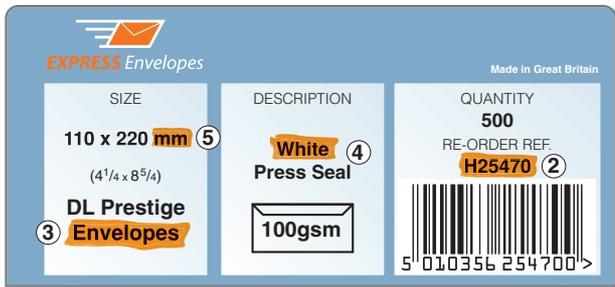
Task 2

- 1 Yes
- 2 Spring onions
- 3 Cucumber portions
- 4 Figs
- 5 The packets of herbs must be stored in the chilled section; the herbs growing in pots must be stored in the ambient section.

PAGES 3:9-3:12

Reading labels

Task 1



Task 2

- 1 False (the last 3 digits of the bar code are 080, not 880)
- 2 True
- 3 True
- 4 False (quantity of envelopes is 500)
- 5 True

Task 3

Show your answers to your teacher. The exact information that is required by law will vary from shop to shop and product to product. You may have written something like this. The label includes:

information for customers to:

- identify a product
- check the size/quantity
- check the price

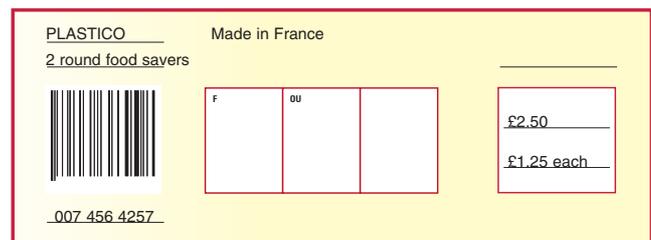
information for staff to:

- put the product in the correct place
- check how many of the product should be on the shelf

information for the store to:

- have an efficient stock control system
- improve sales by providing the information customers need
- identify how much stock to order.

Task 4



Task 5

- 1 On the left-hand side under the first facing
- 2 Let the line manager know

Task 6

Show your written instructions to your teacher.

PAGES 3:13–3:14

Keeping stock on sale at the right levels

Task 1

Code	Item	Quantity
2848357	Clear varnish 0.5 litre	21
2848329	Clear varnish 0.25 litre	63
7382394	Wood filler 125 ml – Teak	124
7382398	Wood filler 125 ml – Oak	98

PAGES 3:15–3:16

Stock rotation

Focus page

Yes the cola is OK to drink because the date of 13/08/05 is before the 'Best Before' date of end of August 2005.

Task 1



Task 2

These items have matching dates:

- Soup – Semi-skimmed milk
- Peas (tinned) – Full cream milk
- Baked beans – Salmon
- Sweetcorn – Kidney beans
- Butter – Spaghetti
- Crisps – Margarine
- Frozen peas – Tuna

PAGES 3:17–3:20

Price goods ready for sale

Focus page

50% off all items = 1/2 price sale

Prices slashed by 25% = 1/4 off the normal price

Task 1

- 1 Denim Jacket: Save £12.50. Pay £37.49
- 2 Mikee Air Walk Trainers: Save £18.50. You pay £18.49
- 3 Stonewash Bootleg Jeans: Sale price £23.99. Save £12.00

Task 2

- 1 DVD Player: Save £35. You pay £104.99
- 2 Games Console: Save £77.50. Pay just £77.49
- 3 MP3 Player: Sale price £143.99. An amazing saving of £36

Task 3

- Helmet: Marked-up price is £55.18. Sell at £54.99.
- Wheels: Marked-up price is £44.18. Sell at £43.99.
- Lights: Marked-up price is £15.31. Sell at £14.99.
- Gloves: Marked-up price is £4.83. Sell at £4.99.

Check it

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

