

Working effectively

Introduction to Module 4

Most new entrants to the retail sector undergo a thorough induction process. During this time they receive company information covering health and safety, and policies and procedures specific to their own employment setting. Workers are expected to be able to access and understand this information, not only during the induction period, but throughout their employment as specific needs arise and in order to update their knowledge. Many retail operations rely on team work and now implement a structured system of team meetings, training, review and appraisal.

This module looks at strategies for reading and understanding a wide range of written information, as well as thinking about working with others and receiving training. It includes:

- your role in the organisation
- health and safety
- understanding induction materials
- the appraisal process
- working with others
- responding to training.

The information in this module is generic to a range of retail settings. It is important to encourage learners to apply the skills and strategies developed here to material in their own workplace setting. The Word version of these Embedded Learning materials provides opportunities to adapt and customise materials where appropriate.

Retail – Module 4: Working effectively					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Finding your way around the staff handbook	Re 4:1–4:2	E.13	Rw/L1.1; Rw/L1.2; Rt/L1.4; Rt/L1.5; Rt/L2.7; Rt/L2.8		C1.2
Fire safety	Re 4:3–4:4	E.6	Rt/E3.3; Rt/E3.9; Rw/L1.1; Rw/L1.2; Rt/L1.2; Rt/L1.3		C1.2
Reading policies	Re 4:5–4:6	E.6	Rt/L1.2; Rt/L1.4; Rt/L1.5		C1.2; C2.2
Reading procedures and instructions	Re 4:7–4:8	E.13	Rw/L1.2; Rs/L1.2; Rt/L2.3; Rt/L2.8; Rw/L2.2		C1.2
Reporting accidents	Re 4:9–4:10	E.6	Wt/L1.1; Wt/L1.2; Wt/L1.3; Wt/L1.4; Wt/L1.5; Rt/L1.1; Rt/L1.4; Rt/L1.3		C1.3
Your role in your organisation	Re 4:11–4:12	E.13	Rt/L2.1; Rw/L2.1; Rw/L2.2; Rw/L2.3; Rt/L2.3; Rt/L2.7; Wt/L1.2; Rt/E3.9		C1.2
Instructions	Re 4:13–4:14	E.13	SLlr/L1.1; SLlr/L1.2; SLlr/L1.3; SLlr/L1.4; SLc/L1.1; SLc/L1.2; SLc/L1.3; SLc/L1.4		C1.1
Team meetings	Re 4:15–4:16	E.13	SLlr/L2.4; SLd/L2.1; SLd/L2.2; SLd/L2.5		
Appraisal	Re 4:17–4:18	E.13	Rt/L1.1; Rt/L2.1; Wt/L2.2; SLc/L2.1		C2.1
Taking notes in training sessions	Re 4:19–4:20	E.13	Wt/L1.1; Wt/L1.2; Wt/L1.4; Wt/L2.2; SLlr/L2.1; SLlr/L2.2; Wt/L2.4		C1.3

Skills checklist

Every workplace has its own ways of working. You need to make sure that you understand what is expected of you and what your role is. Working effectively is about working safely, with a wide range of people, and understanding workplace systems.

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



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

PAGES 4:1–4:2

Finding your way around the staff handbook

Occupational setting

New employees will be given a lot of information to read during the induction stage of their employment. This applies particularly to learners working in large organisations. Reading and understanding this complicated information can be a problem. This focus page highlights reading techniques that can be used to access the information. It contains a lot of suggestions and learners may need to concentrate on one step at a time in order to assimilate the techniques. This focus relates to Unit E13 of the National Occupational Standards.

Materials

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

Sick pay scheme from the staff handbook from the Source material (0:14)

Learning outcomes

To use a range of reading techniques, including scanning and detailed reading, to find information and read difficult text (focus page, Tasks 1–3)

Introduction

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

Focus page

- Use the focus page to track through the different reading techniques that could be used to find and read specific information – scanning a list of contents, getting the gist of a piece of text, reading in detail and finding the meaning of unfamiliar words.
- Practise each skill on the focus page and reinforce with further practice, using Source material or workplace materials. Exemplify these skills on OHTs of induction materials. Use an organisation chart or other format to demonstrate how the same skills can be used in other contexts.
- You may want to photocopy the focus page and cut it into stages to allow learners to concentrate on one stage at a time without becoming overwhelmed.
- As a group, identify unfamiliar words and check that learners have strategies for understanding these. Learners are often reluctant to admit that there are words they do not understand – use questioning to check understanding. Don't assume that learners can or will look up words. Introduce other strategies for finding the meaning of unfamiliar words.
- Reinforce the idea that the world is full of written material and it is impossible to read everything, so choices have to be made. We sift information by looking for the gist, by using contents pages and by scanning for particular information. Only then do we read carefully for understanding. Get learners to ask 'What do I need to know?'; 'How am I going to find out?'

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.1	E.13	C1.2
Rw/L1.2		
Rt/L1.4		
Rt/L1.5		
Rt/L2.7		
Rt/L2.8		

Task 1

Scan text to locate information

Rt/L2.7

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

If the learner has difficulty

- Scanning text is an advanced reading strategy that requires practice and confidence. First identify with learners the purpose and general nature of the text they are looking at by asking direct questions. Allow the learner time to look at headings and layout features.
- Check that learners read the questions and are clear about what they are looking for.
- Support them to scan for the highlighted words, locate the relevant text and then to read it in more detail. Use this supported model for each question, withdrawing support as learners gain confidence.

Extension

Learners will benefit from plenty of practice at scanning text for information. Give learners additional texts to practise with or ask them to use their own induction materials. In pairs or small groups, learners can give each other challenges to locate information.

Task 2

Find the meaning of words using a dictionary or glossary

Rw/L1.1

- Point out to learners that if product labels include technical or specialised words, customers are likely to need you to interpret these words for them.

- Check that learners can use the glossary or have other strategies for interpreting unfamiliar words.
- Remind learners that definitions or explanations of words should be in language that they can understand.

If the learner has difficulty

- Support learners to look up words using alphabetical order and to interpret meanings in their own words. Encourage them to use other strategies such as prediction and asking colleagues.
- Encourage learners to keep a personal word bank in their folder or notebook.

Extension

In pairs, get learners to test each other by giving words that are job-specific or technical for their partner to explain in simple terms. This could be conducted as a 'Call my bluff' game: Do you think this word means a) ..., b) ... or c) ... ?

Task 3

Put text into own words to clarify understanding

Rw/L1.2

Rw/L1.1

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

If the learner has difficulty

- Support learners to read through the whole text and talk about the gist. Highlight words that will help identify key points.
- Take each point separately. Read it aloud together. Verbalising can further aid comprehension.
- Words such as 'responsible', and 'repaid' can be understood by using the context or by looking them up.

- For dyslexic learners or learners with other language difficulties, cut out the key points from the passage or reproduce them on cards to work on more simply.
- Learners not at this level should be given additional support and can also be referred to *Skills for Life* materials for extra work on reading.

Extension

Support learners to write the simpler version of the paragraph in their own words.

Theme assessment

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

Finding your way around the staff handbook

Focus

The Clothing Company Staff Handbook

Name:

Date:

Contents

	Page
Introduction to The Clothing Company	1
Staff policy	2
Time keeping	4
Work patterns and break entitlements	6
Expenses claims	7
Annual holiday entitlement and management	8
Bank holidays and other leave	10
Sickness	12
Disciplinary procedure	15
Health and safety	18

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

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

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

The **contents** page lists everything that is in the handbook. You do not need to read every word of the list.

Let your eyes wander down the list looking for the word 'Disciplinary'.

Page 15 has all the information about the Disciplinary procedure.

15

Disciplinary procedure

An employee will not, except in the case of Gross **Misconduct**, be dismissed for a first offence. Depending on the alleged level of **misconduct** the appropriate stage of the **disciplinary** procedure will be taken. In all cases the allegation will be fully investigated. You will be invited to a **disciplinary** interview with the appropriate supervisor, line manager and/or

1 First, glance over the page looking for words such as **'Disciplinary'** or related words such as **'Misconduct'** to check that you have the right page.

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

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

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

- You may be able to guess the meaning of some words from the other words around them.
- A dictionary or glossary may help here.

Find out the meaning of any words you don't know.

- Check that you have understood what you have read.
- Put it in your own words or explain it to somebody else.
- If you still don't understand ... ASK!

Finding your way around the staff handbook

Task

Task 1

Use the Sick Pay Scheme from the staff handbook in the Source material to complete these tasks.

Are these statements true or false? Find out by glancing over the page to spot the highlighted words.

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

Task 2

- Use the glossary to find the meanings of these words.
- Try the meanings out in place of the original words.

a limitations _____

b discretion _____

c aggregated _____

d subsequently _____

e procedure _____

Task 3

- Discuss with a colleague what this part of the section from the staff handbook means.

The Clothing Company reserves the right, when considered appropriate, not to make payment when:

- Absence results from an accident/injury which occurs outside the course of employment. If payment is made and you are subsequently able to claim the costs from a responsible party or an insurance policy, then these are to be repaid to the Company.

PAGES 4:3–4:4

Fire safety

Occupational setting

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

Materials

Fire safety notices from the workplace

Descriptions of different fires to match appropriate fire extinguishers

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

Fire extinguisher information from the Source material (0:15)

Fire action notice from the Source material (0:16)
(Learners will benefit from having colour copies of the Learner material and Source material)

Learning outcomes

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

Introduction

- Discuss with learners the implications of not acting quickly and effectively in the event of a fire.
- Talk about fire types, the need to use different extinguishers and the dangers of not doing this (e.g. using a water extinguisher on an electrical fire).
- Ask each person to describe briefly the situation in his/her shop with regard to fire exits, fire procedures, etc. If anyone is hesitant with descriptions, suggest that they need to look carefully at their individual circumstances. Stress the need to know how to use fire extinguishers and which equipment to use for each fire type.
- Devise a quiz related to the individual workplace to develop familiarity with the links between fire type and extinguisher type.
- **Visual memory exercise:** Give learners a minute to look in pairs at a fire safety notice (each pair to have a different one if possible) noting all the features – colours, symbols, words in bold, order of instructions. Each pair then reports what they remember to the group while you make notes on the flipchart. Draw out the common features that were recalled with ease – was it the symbols, the colour or the words in bold that helped them to remember? Were there any words they did not know? What could they do to find out?

Focus page

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

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

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.3	E.6	C1.2
Rt/E3.9		
Rw/L1.1		
Rw/L1.2		
Rt/L1.2		
Rt/L1.3		

Task 1

Use the information on fire extinguishers to answer questions

Rt/E3.3
Rt/E3.9
Rt/L1.3

- Point out the glossary, to check the meanings of words used in the questions and on the signs.
- Emphasise that although all fire extinguishers look the same, the symbols, careful use of colour and the key words distinguish one from another. It is vital to use the correct extinguisher – the wrong one could make the situation worse.
- Remind learners to look for the symbol that means DO NOT – this will keep them safe. Stress that it's not a good idea to help others if you put your own life in danger in the process.

If the learner has difficulty

- Check learners' understanding of words on the signs and in the questions. Look them up in the glossary. The use of the word 'live' may cause some difficulties for some learners. You may need to talk about what is meant by 'flammable liquid and metal fires'.
- Reduce the workload. Using the Fire extinguisher information from the Source material, ask the learner to highlight all the symbols and colours used and words that are tricky to read and/or understand. Highlight the relevant words for Task 1.

- Ask some straightforward questions about the carbon dioxide extinguisher: *What colour shows that it is a carbon dioxide extinguisher? Find the symbol that has something to do with electricity. Is this symbol in the 'can use' or in the 'do not use' section? Name some electrical equipment likely to be found in your place of work. Can you spot the symbol for electrical equipment on the other extinguisher labels?*

Extension

- Give the learner two or three scenarios (e.g. a chip pan catches fire in the kitchen; the TV catches fire; a fire caused by a cigarette). Which extinguisher would be used for each fire?
- This could be used to make a checklist for colleagues.

Task 2

Read and understand a fire safety notice

Rt/L1.2
Rw/L1.2

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

If the learner has difficulty

- True/False. Some learners may find it difficult to make decisions about these statements because they are written as orders – 'You should'; 'You should not'. Ask more direct questions, removing the true/false burden: *If you discover a fire, who should you phone? If you hear the fire alarm, what do you do first?*
- The third statement in 'On discovering a fire' is conditional (provided it is safe) and may be difficult for some learners to understand. You may have to explain this meaning.
- You may need to discuss some of the language aspects of the notice for ESOL and other learners: 'sound the alarm', 'appliances', 'hearing the alarm', 'tackle the fire', 'assembly point', 'authorised', 'carbon dioxide'.
- Make sure learners are absolutely clear about the meaning of the Fire action notice and what it means in the context of what to do in their own places of work (e.g. where alarms are, how to dial 999, whether and how to tackle fires, etc.).

Extension

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

Task 3

Circle the correct meaning of highlighted words

Rw/L1.2

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

If the learner has difficulty

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

Extension

Ask the learner to find meanings for technical vocabulary in other instructions.

Theme assessment

Ask learners to devise a short ‘quiz’ for the rest of the group based on fire information around the building. This can be a ‘treasure hunt’ style quiz, but with straightforward questions such as *What does the symbol on the top of the fire action notice mean?*

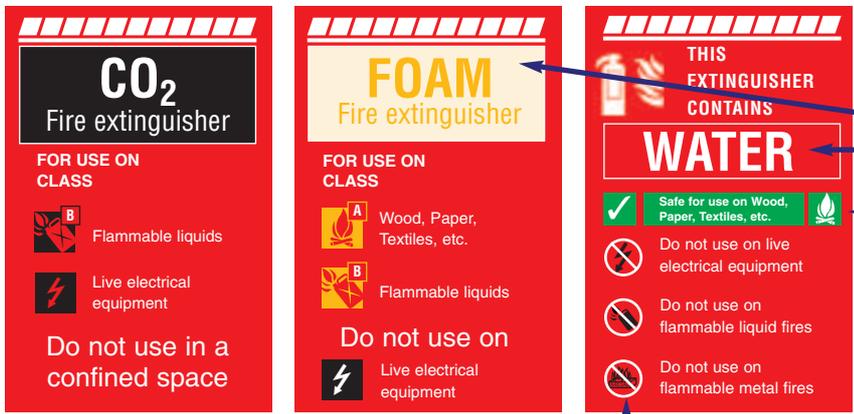
Fire safety

Focus

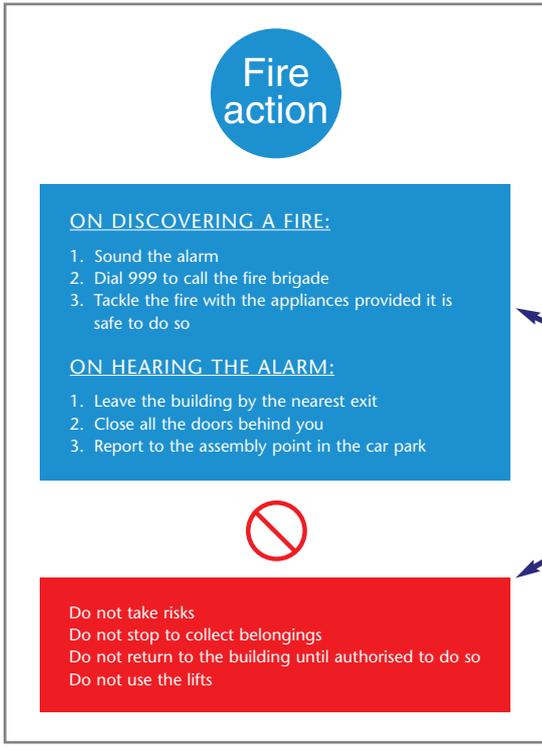
Health and safety signs use **colour**, **symbols** and **words** to help you find information quickly. Make sure you know how to use fire extinguishers.



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



These signs give you *instructions* about how to use fire extinguishers. **Colour** is used to show the type of extinguisher. The **symbols** and **words** give information about what **type of fire** can be put out with the different types of extinguishers. This **symbol** shows the things you **should not** do.



This fire action sign uses

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

It gives two types of *instructions*. Blue shows instructions about what you **should do** if a fire starts. Red shows instructions about things you **must not** do if a fire starts.

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

Fire safety

Task

Task 1

Use the information on the Fire extinguisher labels in the Source material. Tick your answer to each question.

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

Task 2

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

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

Task 3

Circle the correct meaning of the highlighted words.

KEEP SAFE!

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

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

PAGES 4:5–4:6

Reading policies

Occupational setting

Policies, like procedures, are written to ensure that all workers and their employers are working together to a common set of standards. Many policies are written and required by law (e.g. Health and Safety Law). These focus and task pages develop the reading skills (e.g. format, skimming, scanning) required to read and understand some of these important documents. It relates to Unit E6 from the occupational standards.

Materials

Health and Safety Law poster from the Source material (0:17)

Other workplace policies, some made into OHTs

Highlighter pens

Learning outcomes

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

Introduction

- Write 'procedure' and 'policy' on the board/flipchart and discuss the difference between the two. If the discussion is slow, it may help to illustrate the difference by showing the Health and Safety Law poster and an example of a procedure and ask the group what they feel is the difference. Procedures may be devised and written in-house and describe general everyday working practices (e.g. fire and emergency, smoking) whereas policies are generally led by legislation (e.g. Health and Safety Law, safe lifting, respect for diversity/equal opportunities).
- Point out that finding a particular policy often means searching through many sheets of similar-looking text. Using the OHP, flash up at least four different policies and ask learners to tell you which one showed a policy on, for example, eating and drinking at work. Ask

learners what helped them to decide on the right policy. The answer should be the title/headings and a few key words that drew their eyes around and down the page. This is called skimming and is used to decide what the text is about and whether to read it.

- Using one policy from your prepared OHTs, ask learners to say how many times they can spot one given word. If you have an OHT that you can write on, highlight these words to see if you agree with the number they have found.
- Point out that, once you have decided on a particular policy to read, you use scanning skills to spot all the references to it. This is a research skill, often used in searching the Internet.

Focus page

- Refer learners to the focus page and summarise the points about the reading strategies used to find relevant information. Reinforce the idea that the world is full of written information and that it is impossible to read everything, so choices have to be made. We 'sift' information by skimming the text for relevance and gist (Is it about the topic I'm interested in? Is it worth going on to read this?) and then scan it for particular information.
- Note that many learners, including those who are dyslexic, may need a lot of practice in this skill. Looking for information on a website is a good analogy for these reading skills:
 - First you have a quick look at – or skim read – the front page to see if it is interesting or relevant to you.
 - Then you look quickly – scan – through the sections on this front page and decide where to look next.
 - You repeat this process, page by page, until you find the information you want to read.
 - Then you read this carefully.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	E.6	C1.2
Rt/L1.4		C2.2
Rt/L1.5		

Task 1

Use format to answer questions

Rt/L1.4

Rt/L1.5

Remind learners that to find relevant information in a policy as large and initially daunting as the Health and Safety Law poster, they should use as many visual clues as they can – in other words the format, which includes coloured sections, bold headings, boxes, etc.

If the learner has difficulty

- Dyslexic learners may have problems with the left/right-hand aspect of the answers and may need support for this.
- Point out the difference between the words ‘employer’ and ‘employee’.
- Talk through the poster as a whole, pointing out and discussing the different sections and features with the learner.
- Ask the learner to read the headings and subheadings.
- Work on the question together, pointing out the key words (e.g. employee).
- Ask the learner another question relating to that section.

Extension

Ask the learner to write down what they consider to be one important duty of the employer and to say why.

Task 2

Skim a particular section of the Health and Safety Law poster to establish its purpose

Rt/L1.2

Rt/L1.5

Remind learners that skimming through the whole section quickly will give them the gist of its contents. Knowing the gist helps a reader to establish the purpose.

If the learner has difficulty

Give the learner three sentences, each declaring a different purpose for the final section. The learner can then consider each one and decide on the correct one (e.g. 1 The purpose of the final section is to tell the employee about their legal duties. 2 The purpose of the final section is to list the publications that give more information about health and safety law. 3 The purpose of the final section is to inform staff that legal representatives can be appointed.

Extension

Search the Internet for one of the publications to find out current availability and cost.

Task 3

Scan the Health and Safety Law poster and use the format to find information

Rt/L1.5

- Ask learners if they know where the Health and Safety Law poster is located in their own workplaces.
- Remind learners that scanning is a quick way of locating information you need. Identify again the use of headings, format and key words when scanning text.
- Explain to learners that scanning will help them to find the information they need to answer the questions without having to read all the text.

If the learner has difficulty

- Scanning text is an advanced reading strategy and requires practice and confidence. First, give readers time to become familiar with the text. Allow the learner time to look at headings and layout features.
- Check that learners read the questions and are clear about what they are looking for. Identify key words from the questions that may help. Ask the learner to locate the capital letter and full stop of each sentence before scanning for the key word in it.
- Support them to scan for the key words and highlight them as they are found. Using highlighted words, locate the relevant text and then support the learner to read it in more detail.

Extension

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

Theme assessment

Use skimming and scanning skills to research information for an assignment on health and safety in the learner’s workplace (e.g. procedure for evacuating the building.)

Reading policies

Focus

The policies you are asked to read at work can be long and complicated. Reading strategies can help you to find particular information quickly.

When you read to get the **gist**, or general idea of what something is about, your eyes **skim** across the page.

Your eyes often pick out the things that stand out or look different.

This is a bit like looking over a crowd to get an idea of age group, sex and number.

Your eyes might pick out and read:

- Titles and Subtitles** – dashes
- **bullet points** *italics* **colour**
- bold words** CAPITAL LETTERS
- underlined words

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

Sometimes you know what sort of information you are looking for.

You can search the text quickly for relevant words or phrases.

Your eyes move quickly, or **scan**, down the text to pick out the parts you want.

This is like looking for your name on a list.

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

For example, if you want information on your employer's duties, you would scan the text for related words such as 'employer'.

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

HEALTH AND SAFETY LAW
HSE Health & Safety Executive

What you should know
Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility to look after others. If there is a problem, discuss it with your employer or safety representative. If there is no one, below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

Your employer has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.

Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box).

In general, your workplace's duties include:

- making your workplace safe and without risks to health;
- ensuring plants and machinery are safe and that safe systems of work are set and followed;
- covering articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

Health and safety consultation and representation arrangements at this workplace
Your employer must consult you or your representative on matters to do with your health and safety, including:

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

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

Name:	
Location:	
Group:	

In particular, your employer must:

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

Management of health and safety

Appointed person(s):	Health and safety responsibilities:

co operate on health and safety with other employers sharing the same workplace;

- set up emergency procedures;
- provide adequate first-aid facilities;
- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting and sanitary, washing and rest facilities;
- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- prevent or adequately control exposure to substances which may damage your health;
- take precautions against danger from flammable or explosive liquids, electrical equipment, noise and radiation;
- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;
- provide health surveillance as appropriate;
- provide free any protective clothing or equipment, where risks are not adequately controlled by other means;
- ensure that appropriate safety signs are provided and maintained;
- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 2 for who this is).

As an employer you have legal duties too. They include:

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- not interfering with or missing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. Your employer or your safety representative can get information on health and safety in consultation by calling HSE's advice telephone service on 0800 295 295.

If you think your employer is exposing you to noise or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. If it's a small business, the Environmental Health Officer (EHO) has a Employment Medical Advisory Service (EMAS) can give advice on health at work. You can contact them at the addresses below.

Name and address of enforcing authority whose health and safety inspectors cover the workplace (by HSE or your local authority's Environmental Health Department):

Name: _____
Address: _____

Employment Medical Advisory Service:
Address: _____

You can get advice on general fire procedures etc from the Fire Brigade or your fire officer.

More information about health and safety law is set out in HSE publications such as:

Essentials of health and safety at work
HSE Books 1994 ISBN 0 7176 0716 X

An introduction to health and safety: Health and safety in small businesses Leaflet INDG259 (rev 11)
HSE Books 2003 (single copy free)

HSE priced and free publications are available by mail order from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA. Tel: 01787 881165 Fax: 01787 313995. Website: www.hsebooks.co.uk

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

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Reading policies

Task

Task 1

Look at the Health and Safety Law poster from the Source material. Tick your answer to each of the following questions.

Tip

Look for key words taken from the question.

- 1 Whereabouts on the poster is the information about your legal duties as an employee?

On the left-hand side In the middle On the right-hand side

- 2 Whereabouts on the poster is the information about the legal duties of an employer?

On the left-hand side In the middle On the right-hand side

- 3 Where is the space for the name(s) of people appointed to manage health and safety?

On the left-hand side In the middle On the right-hand side

Task 2

Use the Health and Safety Law poster from the Source material to answer this question:

What is the purpose of the final section in the bottom right-hand corner of the poster?

Tip

Read the section quickly to get the gist of what it is about.

Task 3

Find the Health and Safety Law poster in your own workplace.

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

PAGES 4:7–4:8

Reading procedures and instructions

Occupational setting

Procedures and instructions are written to ensure that all workers work efficiently and effectively to accomplish tasks to the same standard. Some procedures are only referred to when certain circumstances arise (e.g. reporting sickness).

Materials

Selection of procedures and instructions from work setting

Use the Prevention of slipping/tripping and falling accidents guidelines from the Source material (0:18)

Learning outcomes

- 1 To read and understand the language of procedures and instructions (focus page, Task 1)
- 2 To recognise and use the organisational structure to aid understanding (focus page, Task 1)
- 3 To recognise that many procedures contain supporting information as well as instructions (focus page, Task 1)
- 4 To recognise instructional language (e.g. imperatives – must do words) (focus page, Task 1)
- 5 To know that some instructions are conditional (e.g. if, in the case of, etc.) and they are only carried out if the circumstance or ‘condition’ exists (focus page, Task 1)

Introduction

- Use a flipchart to record what the group feels are the advantages and disadvantages of following instructions and procedures in their jobs. Safety issues, maintaining standards and knowing how to do something may all emerge as advantages. Restricting responsiveness and creativity may emerge as the disadvantages. Hopefully the advantages will outweigh the disadvantages – but you may have to add to the list.

- Ask learners to identify any good or bad points they have found when trying to read and/or follow some procedures. Can they all quote one set of instructions or procedures in particular? Can they say what it is about the procedures that they don't like or can't understand?
- List the bad points as they are identified.

Focus page

- Look at the focus page and identify any comments made on the page that come close to what the learners have said about some of the difficulties they have found when reading and understanding procedures (e.g. use of formal language).
- Point out the word ‘imperatives’ and the example given of ‘fight’. Try inserting the words ‘you must’ before the word to aid understanding and identification. Ask learners to highlight other key instruction words – imperatives – on the focus page example. They could highlight the words ‘inform’, ‘raise’, ‘close’. This will be particularly helpful to ESOL learners, who need to be aware of imperatives as markers to help them in reading and understanding instructions. ESOL learners who are unable to interpret the verbs (action words) used here may need some specialist ESOL teaching to support their learning.
- Discuss the word ‘conditional’ as used in the third and fourth instructions. Ask them to think of more examples from their work (e.g. If the eggs are delivered late again, phone the supplier. In the event of hearing the evacuation signal, all employees will’ Note that conditional instructions can be particularly difficult for ESOL learners.
- Flag up the difference between procedures and instructions. It will be enough for learners to understand that procedures are usually company-wide official guidelines that must be applied to particular circumstances, such as sick leave, complaints or discipline. Instructions are directions or orders that they follow on a day-to-day basis.

- Use the Prevention of slipping/tripping and falling accidents guidelines from the Source material and on the board/flipchart categorise instructions under headings 'Do' and 'Do not'.

Curric. refs	NOS/NVQ	Key Skills
Rw/L1.2	E.13 2	C1.2
Rs/L1.2		
Rt/L2.3		
Rt/L2.8		
Rw/L2.2		

Task 1

Read and show understanding of a written procedure by answering questions

Rw/L1.2

Rs/L1.2

- Remind learners that it is a good idea to read through the whole set of procedures before beginning to identify anything that is difficult to understand or carry out.
- Suggest that they highlight any words that they find difficult to read or understand and to remember that there is more than one strategy to find out what words mean:
 - Read the sentence aloud and work out the meaning from the context.
 - Look words up in a dictionary.
 - Use a glossary.
 - Ask someone else.
 - Use previous experience about the type of word or part of the word to predict meaning.
- Check learners understand what is meant by 'conditional' in question 3.

If the learner has difficulty

- Reduce the workload by giving the learner a more straightforward (in language terms) set of instructions and asking them some questions.
- Go back to the task and talk through each point with the learner. Ask the learner to highlight the words causing greatest difficulty.
- Support the learner to record a selection of these words and meanings in their personal dictionary.

- Learners who have a lot of difficulty with the reading in this task should be offered additional support and may be directed towards self-study grammar books such as *English Grammar in Use* by Raymond Murphy.

Extension

Ask learners to rewrite the procedure in as straightforward a way as possible. Get him or her to proofread their work and give a copy to any learner who is finding the task difficult. Point out that simplifying is not always about creating shorter text; it could mean more text as instructions are broken down into even smaller steps.

Theme assessment

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

Reading procedures and instructions

Focus

Procedures and written instructions are usually set out in a **formal** way to show that they are official.

The Clothing Company

ACTION BY STAFF DISCOVERING A FIRE

1. Raise the alarm by operating the nearest break glass point.
2. Inform the internal telephone exchange by dialing 333, giving your name and the exact location of the fire.
3. **Fight** the fire, using the correct extinguishers, only **if** you consider it safe to do so and await the arrival of the Store Emergency Crew / General Management.
4. **If** you consider that it is not safe to fight the fire, close all doors, await the arrival of the Store Emergency Crew / General Management but consider evacuation and your route.

They might be written as **numbered instructions** to tell you what order to do things in.

They are usually written in **short but full sentences**.

Some instructions are **conditional**. These include the words **'if'** or **'when'**.

There might be **several instructions** in each point. Look out for:

- **imperatives** (key instruction words telling you what action to take)
- **commas**
- **new sentences**
- the word **'and'**
- the word **'but'**.

The language used is quite **formal**. You may need to check the meaning.

Think about the way to get everybody out of the building safely.

Only do this if ...

What is the difference between a procedure and a set of instructions?

The words **procedure** and **instruction** are both used to describe actions that you should take.

Procedures are often quite formal and are used across the whole company. Sometimes you need to decide which bits apply to you.

Instructions are usually direct commands or orders that tell you what to do, how to do it and the order to do it in.

Both procedures and instructions **must** be followed.

Reading procedures and instructions

Task

Strategies for understanding written procedures:

- Check the meanings of words or phrases.
- Highlight the parts that are only information, not instructions.
- Underline the instructions.
- Count the number of instructions.
Hint: Remember to look for imperatives, commas, the word 'and', and new sentences.
- Re-write the procedures in your own words, making sure the instructions are in the correct order. Ask your supervisor to check them.

Sickness absence

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

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

Task 1

- 1 Write down the meanings of these words as they are used in the Sickness absence procedure.
 - a notify
 - b accrue
 - c comply
- 2 How many instructions are there in point 1?
- 3 How many points are conditional?
- 4 Write the information you need to report to the duty manager as separate bullet points.
- 5 What could happen if you do not follow the sickness absence procedure? Write your answer in your own words.

PAGES 4:9–4:10

Reporting accidents

Occupational setting

Recording information clearly and accurately is essential in all aspects of retail work, and accident report forms are no exception. Retail workers share the responsibility with the employer for the safety of those around them. Recording an accident carefully may help to ensure that a similar accident never happens again.

Materials

OHT and copies of a blank accident report form

Accident report form from the Source material (0:19)

A short accident scenario relevant to learners' work setting – given verbally, in writing, as a picture graphic or taken from a health and safety video

Learning outcomes

- 1 To know where to put the information on the accident report form (focus page, Task 1)
- 2 To write concisely including only the main details and relevant facts (focus page, Tasks 2 and 3)
- 3 To write events in a formal, factual way, in a logical order (focus page, Task 3)
- 4 To proofread for grammar, punctuation and spelling errors (focus page)

Introduction

- Talk through the focus page and use the notes around the form to remind learners about the key issues involved in filling out a form that is required by law.
- Discuss their role in completing accident report forms.
- Discuss the legal significance of accident report forms.
- Model describing an incident relevant to learners. Learners report back what they think is fact and what is opinion, what the gist is and what the key words are.

- In pairs, learners describe incidents from their own experience or some you suggest to each other to practise listening for gist, listening for key words and distinguishing fact from opinion.
- As a group, learners make notes about a described incident.

Focus page

- Use an OHT or handouts to give learners an accident scenario and model the process of recording an accident. Ask learners what they think is the most important information. Highlight this information if the scenario is given in text form or write the statements on the board/flipchart in no particular order. Discuss the difference between fact and opinion – this may need some illustration. (e.g. It is a fact that football is a game that many people watch. It is an opinion that Manchester United is the best team.) Note that only actual facts should be written on an accident report form. Ask learners if any of the statements on the board/flipchart are opinion and therefore should not be included.
- Ask the group to number the statements in the order in which the accident appears to have happened.
- Using a blank accident report form on the OHT, discuss the headings and sections and ask learners where they would place the information they have just agreed. Write it on the OHT.
- Talk through the process of proofreading for errors (e.g. *Now let me make sure I haven't made any spelling mistakes. I can see that I have left off a full stop here. I'm not sure about saying 'she went down like a tonne of bricks' – it's not formal enough. It would probably be better to say that she fell very heavily.* It is important for learners to realise that this is a normal checking process.
- Remind learners to use the past tense (because you are describing something that has happened in the past).

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

Task 1

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

Rt/L1.3

Rt/L1.4

Remind learners to read every statement and to ask themselves whether it is relevant to the highlighted part of the form and fact rather than opinion. This will help them to select the relevant pieces of information.

If the learner has difficulty

- Write the statements on slips of paper. Taking one at a time, read the statement together and ask the learner to place it on top or as near as possible to where it belongs on the form. The learner should come to a decision about what and where something is needed by a process of elimination.
- If learners do not understand how to determine what is relevant, look at the headings and the information and ask the question: *Is this about the date the accident happened? Is this about the cause (i.e. what made it happen) of the accident?*

Extension

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

Task 2

Identify relevant information from a written accident statement

Rt/L1.1

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

If the learner has difficulty

- Have 10 statements prepared that are either fact or opinion (e.g. The customer fell on the floor. It was a bit cold that night. She seems to enjoy a good laugh. There was grease on the floor, etc. Ask the learner to sort them into two piles – facts and opinions. Remind them that only the facts pile would be needed in an accident report.
- Identify words and phrases that suggest fact or opinion (e.g. seems, I think, I feel that ...).
- Enlarge and photocopy the text for Task 2 and ask the learner to break it up into individual sentences and then sort them into facts and opinions. This should help them to decide on the four key sentences required to complete the task.

Extension

Ask the learner to recall an accident that they witnessed or that happened to them and to write it up in the formal factual style required by accident report forms. This could be a paired activity.

Task 3

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

Wt/L1.2

Wt/L1.3

Wt/L1.4

- Ask learners to read the text through first and identify any words they are unfamiliar with (e.g. 'cropper'). Ask learners to suggest what the words mean. Are these words acceptable in a formal report? If not, what words could replace them?
- It might help if you read out the text as well as allowing learners to read it.
- Allow learners to work in pairs to draft a suitably formal version of the speech. Remind them to use the past tense. They should then share this and arrive at an agreed version.

If the learner has difficulty

- This text is quite colloquial and ESOL learners may need support to understand terms such as 'casualty', 'some such stuff', 'bust', 'cropper', 'stay put'.

- Enlarge and photocopy the text, then cut it into individual sentences. Start by asking the learner to rewrite each sentence using more formal words (e.g. I went a cropper on my left wrist becomes I fell down heavily onto my left wrist. Ask the learner to pull out only the sentences that really explain what happened, and then ask that they put these selected sentences into the most logical order. They are then ready to complete the task.
- Dyslexic learners may need help in rephrasing their response into words they can spell.

Extension

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

Theme assessment

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

Reporting accidents

Focus

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

Put information in the correct places.

ACCIDENT REPORT	
1. About the person who had the accident	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
2. About the person filling in this record	
Fill this in only if you are not the person who had the accident.	
Name _____	
Address _____	
_____	Postcode _____
Occupation _____	
3. About the accident	
Say when it happened.	
Date _____	Time _____
Say where it happened. _____	
Describe how it happened and any injury caused.	

Sign and date the record	
Signature _____	Date _____
4. For the employer only	
Complete this box if the accident is reportable under RIDDOR.	
How was it reported? _____	
Date reported _____	Signature _____

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

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

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

Use **formal** language.

Write details in a **logical order.**

Check what you have written for any errors in grammar, spelling or punctuation.

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

It is important that what you write is:

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

Reporting accidents

Task

Task 1

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

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

Tip

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

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

Task 2

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

I was putting a delivery of bacon out. The customer was choosing ham just along the aisle. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault - she was being careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning the floor. Either that or the fridge is leaking again. I asked the manager to come and look at her.

Tip

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

Task 3

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

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



PAGES 4:11–4:12

Your role in your organisation

Occupational setting

Everybody working in a shop is part of a team and as such has a role to play and a person to whom s/he is responsible. Knowing what you are responsible for is part of taking responsibility within the team. This often involves reading and understanding longer pieces of text. This focus page develops some of the reading skills required to read and understand job descriptions.

Materials

Procedures, job descriptions and contracts from the work setting

Contract of employment from the Source material (0:20)

Job description from the Source material (0:21)

Dictionaries

Learning outcomes

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

Introduction

- Discuss the different roles within a team and how an individual worker can identify his/her own responsibilities. Learners should bring their own experience of the workplace to this discussion. It might be useful to develop a flow chart showing the line management in the workplace and how different groups of people from outside the store work together as part of a wider team.
- Discuss documents relating to procedures, contracts and job descriptions and any difficulties experienced in reading these. Confirm that most people find these difficult, but it is important to understand them because they affect your work.
- Stress the need for reading carefully to ensure understanding before signing a contract and to ensure that correct procedures are followed. Discuss the impact of not doing this.

Focus page

- Draw attention to the particular reasons for understanding the contracts and job descriptions using the focus page. Offer strategies for improving understanding:
 - **Identify difficult words and use context, glossary, dictionary or colleagues to guess and check meaning** – practise on examples from workplace texts. For example, item v) in the job description: *Can you work out what 'related' means from the rest of the sentence?* Find the meaning of the word 'merchandise' in a dictionary.
 - **Use wording to identify instructions, especially imperatives** – ask learners to name the action performed using an imperative (e.g. sit, stand, write, read). Look at the worked examples on the focus page (imperatives are highlighted). Understanding the imperatives tells you how many instructions there are in a sentence (e.g. item b) in the job description). Identify imperatives in another set of instructions or job description. ESOL learners may benefit from linking imperatives to verbs and checking that they are familiar with the verbs used in their own settings.
 - **Scan a text to identify the parts that are relevant** – relate this to scanning the Health and Safety Law poster for what the employer must do and what the employee must do. Stress that it is not always necessary to read every word of a document, just the bits that apply to you.
 - **Rewording difficult text** – ask learners to try explaining sentences from a workplace document in their own words to a colleague. Does this help to make it clearer?
- Explain how a flow chart works. Ask learners to identify the immediate line managers of certain employees. Discuss lines of communication within the learners' own work settings.

Curric. refs	NOS/NVQ	Key Skills
Rt/L2.1	E.13	C1.2
Rw/L2.1	Technical	
Rw/L2.2	Certificate	
Rw/L2.3	Modules 5 & 7	
Rt/L2.3		
Rt/L2.7		
Wt/L1.2		
Rt/E3.9		

Task 1

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

Rt/L2.1

Rw/L2.1

Rw/L2.2

Rw/L2.3

- Remind learners that unfamiliar words in a piece of text can make it difficult to understand. Reflect on the strategies discussed earlier that can be used to find the meaning of these words.
- Make sure learners each have a copy of the Job description from the Source material.

If the learner has difficulty

- First help learners to familiarise themselves with the text. Point out the titles and headings and make sure these are understood first. Talk about the contents under each heading.
- Take one word at a time. Highlight the word that needs to be interpreted and support the learner to read the whole sentence. Can they predict the meaning from the text around it? Check their definition using the glossary or dictionary. Substitute another word to replace the word in the question. Read the sentence again to ensure that it makes sense.

Extension

Ask learners to highlight other words that they perceive to be problematic or unnecessarily difficult. Demonstrate how to list words and construct a word search either manually or using computer programmes. Ask them to construct their own word search or crossword using their own definitions as clues.

Task 2

Read a text using detailed reading strategies to obtain specific information

Rt/L2.7

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

If the learner has difficulty

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

Extension

- Repeat the activity using other workplace documents.
- Learners could set questions for colleagues, based on other workplace documents.

Task 3

Put text into own words to clarify understanding

Rw/L2.3

Wt/L1.2

- Discuss with learners that rights and responsibilities at work can lead to a clearer understanding of your role in the team.

- Putting text into your own words can clarify understanding. One way to do this is by explaining it to a colleague (e.g. The holiday year runs from ..., this means that the year starts counting from ... and your holidays are based on this year.)
- Learners should rehearse their versions and make notes before sharing them with colleagues. Write up an agreed version of the text for all to share. Check that this covers all the points in the text.
- Words such as 'in lieu' may be understood by using context clues.
- This might be a useful opportunity to talk about holiday entitlement.

If the learner has difficulty

- This text explains complex legally expressed information and learners may need support to understand the detail, especially of terms such as 'pro rata'. Take each point separately.
- Learners should practise explaining other work instructions in their own words.
- Discuss other strategies for understanding this kind of document (e.g. asking someone else who is able to explain the information clearly and accurately).
- ESOL learners may benefit from pre-teaching of the phrases involved within a specialised learning environment.
- Highlight the way in which the meaning of words often depends on the context or phrase in which they appear, and that it is important to read in context.

Extension

- Repeat the activity using other workplace documents.
- Learners could reword other important workplace documents for colleagues.
- Learners could write their rewording for other learners to read.

Theme assessment

Learners use their own job description from work to make a spidergram or diagram to show how they relate to others in the organisation and the lines of communication.

Your role in your organisation

Focus

As a sales assistant, you work as part of a team. It is important for you to know:

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

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

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

CONTRACT OF EMPLOYMENT

NAME: Rosemary Franklin
 POSITION: Sales Assistant
 DATE OF COMMENCEMENT:
 HOURLY RATE OF PAY:
 HOURS OF DUTY:

JOB DESCRIPTION: All employees are given a written Job Description, which MUST be read and understood before completion of this Contract. Acceptance of this Contract is acceptance of the duties as described.

This Contract is issued following the completion of the Induction and Probation period. When appointment has been confirmed, four weeks' notice, in writing, will be required.

This Sales Assistant Job Description says exactly what the job involves and who the Sales Assistant must report to.

Job description

POSITION: Sales Assistant
 RESPONSIBLE TO: Department Sales Manager
 RANK: Sales Assistant

OVERALL RESPONSIBILITY:
 To serve customers in an efficient and friendly manner in line with the Clothing Company's Customer Service and Selling Standards. To maximise sales and undertake duties regarding the care and control of stock.

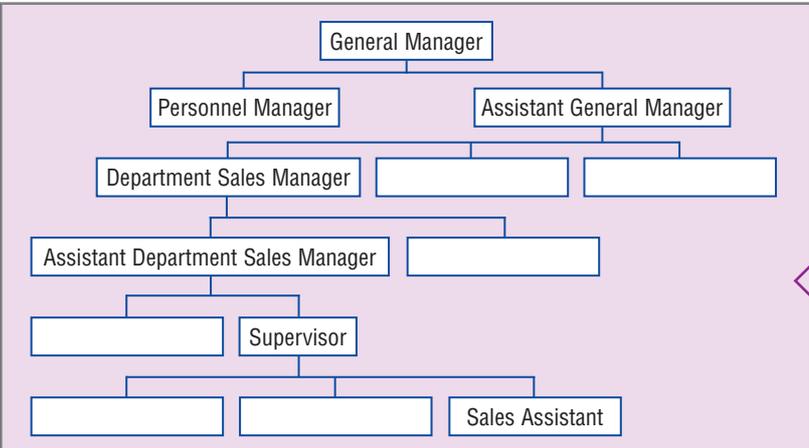
RESPONSIBILITIES

1. **Customer Service and Selling Standards**
 - i) **Acknowledge** (approach) customers ideally within one minute of their entering the department.
 - ii) **Be** friendly, enthusiastic and **make** the customer feel welcome.
 - iii) **Ask** customers appropriate questions to determine needs.
 - iv) **Offer** merchandise to customers, describing its features and benefits.
 - v) **Sell** related merchandise in addition to the customer's selected item, wherever possible.
 - vi) Deal with customers' complaints in accordance with Company Policy and attempt to 'turn' queries
4. **Display of Merchandise**
 - i) Present and maintain the Department's merchandise in an attractive and appealing manner.
 - ii) Change departmental displays in accordance with the Department's requirements.
 - iii) Use all fixtures and displays to maximum effect.
 - iv) Carry out stock control as required by the Department.
 - v) Inform the Department of any shortages of stock, availability and to re-order.

These **words** say what must be done. They are called **imperatives**.

Check that you understand what your responsibilities are by:

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



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

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

Your role in your organisation

Task

Task 1

Read the Job description from the Source material and answer the questions.

- 1 What is the meaning of each of these words?
 a acknowledge b accordance c pristine
- 2 Which word means 'to put into practice'?
- 3 In section 3 iii, which three words tell you what must be done?

Task 2

Read the Contract of employment from the Source material and decide whether these statements are true or false.

- | | |
|--|--------------|
| 1 You must read a job description before you sign the contract of employment. | True / False |
| 2 You must give four weeks' notice. | True / False |
| 3 You must provide a medical certificate if you are sick for more than six days. | True / False |
| 4 You do not need to wash your own uniform. | True / False |
| 5 You must take part in training. | True / False |
| 6 You can only smoke in certain areas. | True / False |
| 7 You are allowed to smoke on duty. | True / False |
| 8 You must sign the contract even if you do not understand it. | True / False |

Task 3

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

Tip

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

HOLIDAY ENTITLEMENT (Part-time workers)

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

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

PAGE 4:13–4:14

Instructions

Occupational setting

In retail settings many instructions will be given verbally. It is important that learners can identify the jobs they need to do by listening carefully, particularly to imperatives – both positive and negative – such as ‘let’ or ‘Don’t take’. Learners may also have to give instructions to others, such as members of the public or other colleagues. It is useful for learners to identify the features of good instructions and practise these critical communication skills.

Materials

Audio equipment

Supermarket floor plan from the Source material (0:22)

Learning outcomes

- 1 To listen for the things that are relevant in instructions (Tasks 1 and 2)
- 2 To know how to clarify and confirm understanding (focus page)
- 3 To give clear instructions (Task 3)

Introduction

- Introduce the theme by giving learners some muddled instructions along the lines of the ones on the focus page or something else relevant or interesting to the learners. These muddled instructions should include a lot of irrelevant information (By the way, did you see X last night?), instructions in the wrong order (e.g. the last instruction says, And before you start any of this ...), detail mixed in with specific instructions (e.g. even if you see a customer shoplifting a bottle of perfume, a dress or even a birthday card you should ...).
- Ask each learner what he or she picked up from the instructions. Elicit the fact that they weren’t ready for them, didn’t know who was to do what, had no opportunity to ask questions, etc.
- Ask learners about their experience of listening to instructions. What are the problems? What

are good instructions? What can go wrong if they don’t understand or follow work instructions?

Focus page  19

- Work through the stages on the page for both listener and speaker: get ready; think about what you are going to say; look as if you are listening; ask questions if you need to. Ask learners what they can do for each stage.
- Look at the examples of self-questioning and supplementary questions based on the instructions on the page. How will this help the worker to establish exactly what to do?
- Talk about what is meant by being an ‘active listener’ and why this is important, both as an employee and when communicating with members of the public. You may need to introduce the term ‘body language’ and demonstrate what this means. This is a useful focus for some role-play on active listening: one person talks or asks questions, the other gives no feedback, either verbally or in body language.
- Listen to the audio clip of the instructions on the page and make a note of all the instructions. Try to identify who is to do what.
- It might be useful to involve learners in a role-play based on these instructions. One person reads the instructions, the others focus on different aspects of listening for instructions (e.g. things you have to do, things you must not do, instructions for individuals, instructions for everyone, suggestions for questions to clarify understanding).

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	E.13	C1.1
SLlr/L1.2		
SLlr/L1.3		
SLlr/L1.4		
SLc/L1.1		
SLc/L1.2		
SLc/L1.3		
SLc/L1.4		

Task 1  **20**

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

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

If the learner has difficulty

- Read the text of the audio in smaller chunks, no more than one sentence at a time. Ask learners: *Does the person tell you to do something? What?*
- Remind learners they are listening for things that require action. What they must do (not what they must *not* do).
- There may be some issues about language for ESOL learners (e.g. 'bend the rules', 'tell tale', 'in too deep'). Some of the sentence constructions may also be difficult to understand (e.g. You owe it to yourself to be above suspicion at all times, remember.) Note that this would more usually be framed as Remember, you owe it to yourself to be above suspicion at all times. Allow time for discussion around these issues if needed.

Extension

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

Task 2  **20**

Listen to the same instructions and pick out the things you must not do
SLlr/L1.2

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

If the learner has difficulty

- Read the text of the audio in smaller chunks to allow the learner more time.
- Listen out for the negative words: 'no', 'don't'.
- Note the language difficulties for ESOL learners discussed above.

Extension

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

Task 3  **21**

Listen to some instructions and pick out the things you must not do
SLlr/L1.2

Ask learners to pick out negative things (things *not* to do), write notes from the audio and role-play the same instructions in a more constructive and positive way.

If the learner has difficulty

- Dyslexic learners may become confused when several instructions are given at once. Clarify what must be done with the red trays and the blue trays.
- Take the audio script a bit at a time to reduce the memory load. Read the script in character to the learner, stopping to ask direct questions about the content and context. Support the learner to transfer the information into a list. Help them to reduce it to the bare bones of what must be done.

Extension

In pairs, discuss information that is not needed or could be expressed in a more positive direct way. Make a table of 'dos' and 'don'ts' using the audio script.

Task 4

Prepare some instructions for a customer
SLc/L1.3

- Ensure learners each have a copy of the Supermarket floor plan from the Source material.
- Learners produce a route, using direction and positional vocabulary (e.g. left, right, etc.). They should then read this set of instructions to a colleague to follow on the supermarket plan. Accurate instructions as well as good listening skills are required for success.
- This activity could be repeated, giving and following instructions to perform a work task (e.g. using a till).

If the learner has difficulty

- Begin with very simple instructions. Give an example for the learner to follow first.
- Be aware of left/right confusion and use visual clues like hand gestures to help indicate direction.
- This is a good opportunity for ESOL learners to practise speaking and listening skills based on workplace instructions.

Extension

Ask learners to give directions to their own workplace or around their own workplace.

Theme assessment

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

Instructions

Focus



Get ready to speak.

Think about:

- how much to say
- where the emphasis should be
- the order.

Be clear!

Think about what you are going to say – make notes.

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

Get ready to listen.

Look as if you are listening. Be an active listener:

- nod
- look at the speaker
- look keen!

Ask questions to check you have been understood.

Ask questions to check you have understood.

Repeat and re-word any parts that need special attention.

Repeat and re-word any parts that need special attention.



Never accuse a customer of theft. Even if you have seen a customer shoplifting, you should avoid the customer if possible but keep him or her in view and call your line manager discreetly. Don't take matters into your own hands. If the customer approaches you, do not let him or her hassle you or fool you. Be courteous and wait for your line manager. Let her deal with the situation. Tell her about your suspicions quietly so that you are not overheard by other customers and then leave it to her. She will put out a code on the tannoy system to alert security.

Have I included everything?

Is it all in the right order?

Am I speaking clearly?

What have I got to do?

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

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

What questions shall I ask?

Instructions

Task


Task 1

20

Listen to the instructions on dealing with shoplifters. Make a note of the things that **must** be done.

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

Tip

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



Task 2

20

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

- 1 _____
- 2 _____

Tip

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



Task 3

21

Listen to this supervisor giving some instructions to a sales assistant. List the things that the sales assistant must remember **not** to do.

- 1 _____
- 2 _____
- 3 _____

Tip

Keep a mental note of the things you are being asked **to do** and the things you are being asked **not to do**.

Write the things down if there is too much to remember.

Task 4

Use the Supermarket floor plan from the Source material. Plan a route from fresh flowers to the pickles. Give these instructions to someone else, as if you were giving them to a customer.

Tip

Be clear and to the point!

PAGES 4:15–4:16

Team meetings

Occupational setting

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

Materials

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

Audio equipment

Learning outcomes

- 1 To understand the qualities of an effective team member (focus page)
- 2 To understand the difference between good and bad practice when working as part of a team (focus page, Task 1)
- 3 To recognise positive and helpful contributions in team meetings (focus page, Task 2)

Introduction

- Explain to learners that they are going to do some team-building games. Choose about three team-building games for learners to do in small teams that require them to work closely together. These might be games used as part of staff training or games adapted from the website suggested under Materials above (e.g. building a bridge out of newspaper, designing a flag that symbolises all the team members, etc.).
- Afterwards, discuss and note down learners' ideas for what particularly helped the teams to work together. (This should concentrate on the positive aspects and general points – avoid personal criticism.) Use the focus page for prompts if learners find this difficult.

- To finish, give the whole group a problem-solving activity that they have to discuss or physically work out until they come up with a suitable solution (e.g. the scenario of getting a fox, chicken and bag of corn across the river on a raft. They can only be taken one at a time and the fox cannot be left with the chicken or the chicken with the corn. Answer: Take the chicken across first, then take the fox and bring the chicken back. Then take the corn across and leave the chicken, finally take the chicken across.)
- Ask learners to think of times when they are or were part of a team. This might be at a different place of work, at school or doing a leisure activity. Ask what made it successful or unsuccessful.

Focus page

- Go through each point made on the page, discussing:
 - what is meant by each skill – give examples from the workplace or the team-building games where appropriate
 - why this is a good skill to have
 - what the consequences could be if someone did not have this skill.
- Ask learners to think of any more skills a good team member at work might have. Put ideas on the board/flipchart. Discuss the ideas as before.
- Learners can choose which ones to add in the blank spaces on the focus page.
- In small groups, learners look at the picture of a team meeting and discuss which people seem to be taking an active part and which are not. How can you tell?
- As a whole group, use learners' ideas to remind them of how body language can give signals to others about your attitude towards them.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L2.4	E.13 1	
SLd/L2.1		
SLd/L2.2		
SLd/L2.5		

Task 1  **22**

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

SLd/L2.2

SLd/L2.5

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

If the learner has difficulty

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

Extension

Ask learners to discuss examples of good teamwork they have come across in their own jobs, either in the past or currently.

Task 2  **23**

Listen to part of a team meeting and assess responses to a key question

SLlr/L2.4

SLd/L2.1

- Explain to learners that they will be listening to an extract from a team meeting. They will hear four people. The first one (Cara) asks a question and the other three give their responses.
- Go through the three points on the checklists, making sure learners understand what they mean.

- Play the audio clip through for learners to get an idea of what is being said.
- Ask learners to listen again, thinking about the three checklist areas in particular.
- Play the audio clip again for learners to confirm their responses. (If necessary, stop the clip after each person's contribution to give learners time to use each checklist.)

If the learner has difficulty

- If you didn't stop the audio clip after each speaker, do this now so that learners can respond to just one speaker at a time.
- Write the question Cara asks on the board to help the learners concentrate on the three responses.
- Ask questions after each person's contribution to check that the learners have understood the gist of what was said. For example, *Did Moira suggest a way to help the situation? What was her idea?*
- This is a good opportunity for ESOL learners to practise speaking and listening skills based on their own experience in the workplace.

Extension

Ask learners to work with a partner to devise a list of 'good' and 'bad' practice for working as a team related directly to their own jobs or department.

Theme assessment

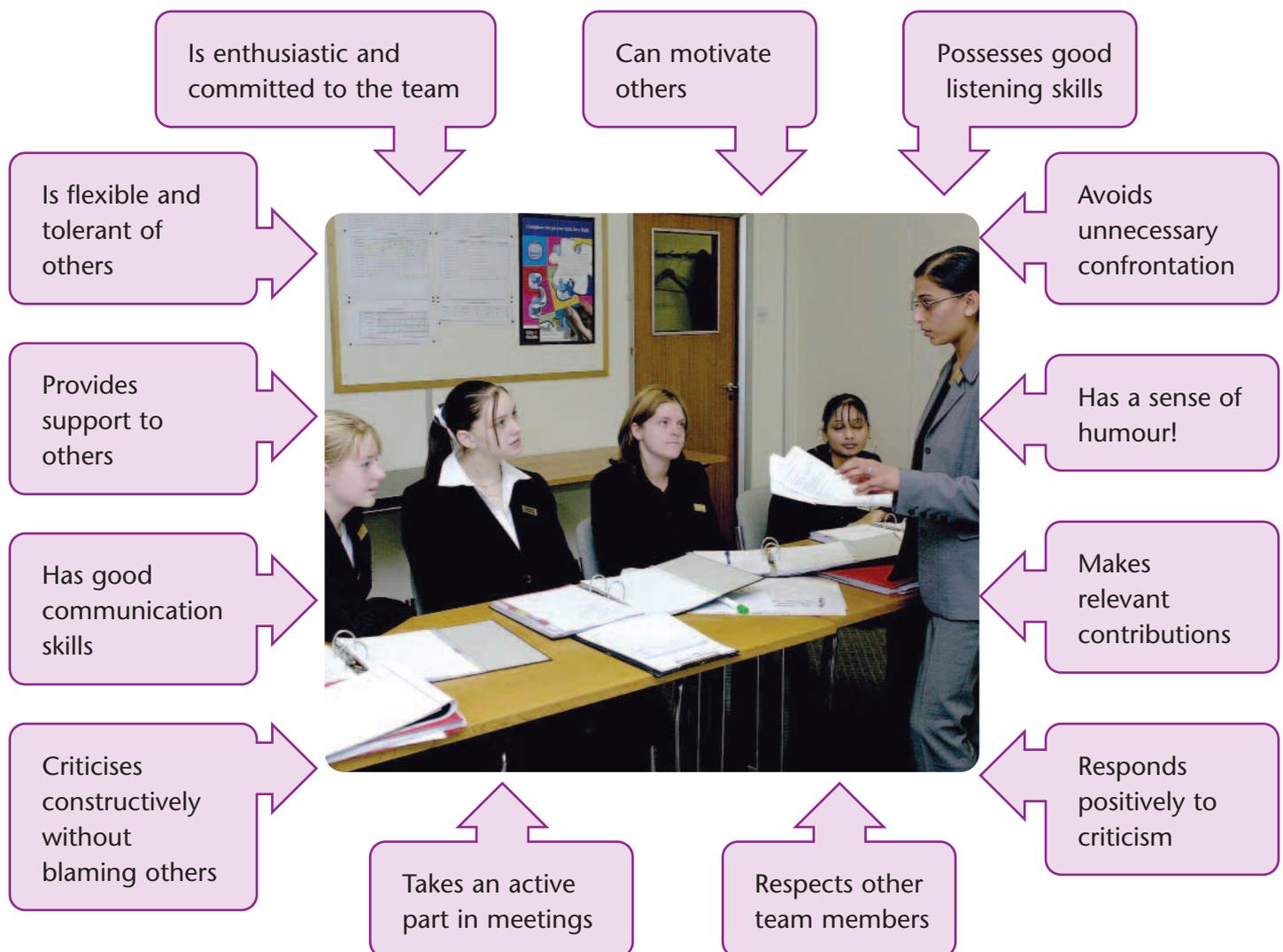
Ask learners to work together as a group to produce some information that would be useful to new employees. They must agree on both the information and how it should be presented (i.e. leaflet, booklet, short talk).

Team meetings

Focus

In your job you will be working as part of a team. To be a really effective team member you need to be able to appreciate and work well with your colleagues.

An effective team member:



Team meetings

Task

When you take part in team meetings you need to be prepared to criticise constructively and respond appropriately to criticism from others.

Meena



Task 1

22

Meena has the job of passing on negative information to her colleagues at the beginning of a team meeting. Listen to what she says and discuss these points.

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

Tip

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



Task 2

23

You are going to hear a question from Cara followed by responses from three other team members. Listen to the three responses. Put a tick by the skills each person is showing and a cross by the things they are not doing.

Moira



Supports others	<input type="checkbox"/>
Makes a useful contribution	<input type="checkbox"/>
Responds positively	<input type="checkbox"/>

Sharon



Supports others	<input type="checkbox"/>
Makes a useful contribution	<input type="checkbox"/>
Responds positively	<input type="checkbox"/>

Denise



Supports others	<input type="checkbox"/>
Makes a useful contribution	<input type="checkbox"/>
Responds positively	<input type="checkbox"/>

Tip

Listen out for:

- whether they agree with each other
- whether they try to answer the question.

PAGES 4:17–4:18

Appraisal

Occupational setting

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

Materials

Examples of appraisal forms

Appraisal preparation form – part 1 and part 2 from the Source material (0:23, 0:24)

Audio equipment

Learning outcomes

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

Introduction

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

Focus page

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

and inappropriate ways to express their concerns and give reasons.

- Expect this to be more difficult for ESOL learners and for those who find it difficult to choose diplomatic language. The best way to learn is by controlled example, as in the role-play.
- The group could listen to each role-play and 'score' performance based on how effective the appraisal would be in improving things for the person being appraised.
- **After the meeting:** this can be a difficult area for learners. As well as the formal feedback from review, there will be informal feedback from experienced colleagues and other team members. In small groups/pairs practise arranging meetings with an assessor/superior. ESOL learners may require some modelling or preparation for this task. Give them useful phrases so they can practise using the correct tone and emphasis.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	E.13	C2.1
Rt/L2.1	Technical	
Wt/L2.2	Certificate	
SLc/L2.1	Modules 5, 6 & 7	
SLc/L2.3		

Task 1

Read information and translate into own words

Rt/L1.1

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

If the learner has difficulty

- Learners who are having difficulty may find it helpful to read the text aloud in order to make sense of long sentences. Guide them to the appropriate parts of the Appraisal preparation

form from the Source material. Highlight or underline five points from this text about the purpose of appraisal.

- Learners should formulate their own version of these points verbally, before making a note of them.
- Check that all the terminology is understood (most is in the glossary).

Extension

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

Task 2

Complete an individual appraisal preparation form

Rt/L2.1

Wt/L2.2

- Emphasise the importance of preparing for appraisal, thinking carefully about what you want to say and making a note of this.
- Make sure learners each have a copy of Parts 1 and 2 of the Appraisal preparation form from the Source material.
- Learners use the prompts in Part 1 and to think about positive things first. They need to keep in mind what they aim to achieve from the appraisal. How are they going to get this?
- Learners may need to write more into the form to reflect their thoughts or they could use thought-bubbles, as done on the focus page.

If the learner has difficulty

- Talk through each of the headings and ask direct questions to help structure learners' thoughts. Act as scribe, if you need to remove the burden of writing.
- Focus on expressing things positively and professionally.
- Ensure learners understand the language of the form.

Extension

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

Task 3  **24**

Think about appropriate ways to express concerns in an appraisal situation

SLc/L2.1

SLc/L2.3

- Remind learners about the importance of being positive and constructive in appraisal settings rather than ‘having a moan’.
- Play the audio clip through for gist.
- Play the audio clip again, pausing after each person speaks.
- Ask learners to give reasons for their answers – what is good, what is bad and how it can be improved.
- Model some additional examples from your own experience.

If the learner has difficulty

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

Extension

Think of some additional examples of ‘good practice’ ways of talking about difficult aspects of appraisal to share with other learners.

Theme assessment

Learners use their own job description as a framework to identify and list the skills he or she needs to develop for promotion.

This page introduces several strategies for taking brief notes that can be used for keeping a record of main points from written training materials and training sessions.

Appraisal

Focus

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

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

Make sure you understand what appraisal is all about.



Getting ready for the meeting

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

- Think about each statement on the form.
- Think about the things you are good at.
- Think about any issues you have.
- Write some notes to remind you about what you want to talk about during the meeting.



At the meeting

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

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

- use clear language
- be professional
- do not blame other people.



After the meeting

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

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

Appraisal

Task

Task 1

What is appraisal for?

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



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

Tip

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

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

Task 2

To prepare for your annual appraisal, you need to think about aspects of your performance and note down any points that you want to discuss.

Use the suggestions on the page and any more you can think of to help you prepare notes for your appraisal.

Tip

Ask yourself:

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



Task 3

24

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

PAGES 4:19–4:20

Taking notes in training sessions

Occupational setting

Training and staff development is an important aspect of retail. Staff in large organisations have individual development plans, which identify areas where they need training or updating. Staff will need to read training materials and take part in training sessions throughout their career in retail. This focus page relates to Unit E13 of the Occupational Standards and develops the reading, writing and listening skills needed for making notes, both at work and in training sessions. This page introduces several strategies that can be used to keep a record of main points from written training materials and training sessions.

Materials

Audio equipment

Learning outcomes

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

Introduction

- Discuss where note taking could help learners in their jobs (e.g. training sessions, induction material, telephone messages).
- Point out that developing a personal method of note taking can be useful when you are required to listen and take notes or read and take notes.
- Discuss the general purpose for taking notes: memory prompts, helping understanding, quick reference of main points.
- Confirm that, whilst good notes are really useful, poor notes can lead to problems later on, if you cannot understand what you have written or if you didn't understand the information first time round. Taking or making good notes requires good understanding of the information and lots of practice.
- Discuss any note-making/-taking strategies already used by learners and any difficulties experienced. Make sure learners' contributions are valued and encourage all learners to experiment with a range of strategies.
- Emphasise the importance of finding a way of making notes that suits the individual, in terms of both writing information down and reading it back later. There are lots of ways to make note taking easier – not all will suit everybody.

Focus page

- Ask learners to write down a text message to 'send' to another learner as if on a mobile phone (alternatively get learners to text each other). Other learners read the message aloud. Discuss the different ways of representing words used – combinations of symbols, shortened words, letters and numbers to represent words, such as 'gr8' for 'great', etc. Give learners some workplace abbreviations to demonstrate their use and construction.
- Point out the strategies shown on the focus page. Give examples of how these can be used by giving learners information from the Source material or instructions about using a product.
- Cover each strategy on the focus page one by one in any order by looking at the examples, discussing any examples used regularly in the workplace, and encouraging learners to give or make up other examples.
- You may want to pay particular attention to the strategies of leaving out unnecessary words (i.e. words that can be omitted without changing the meaning of the sentence) and using dashes, as these require a good understanding of sentence structure.
- You may want to focus on the most appropriate occasions for using numbers, letters or bullet points in lists. For example, numbers are particularly appropriate if things have to be done in a particular order. It is a good idea to start writing notes using bullet points if the person starts to say things like 'first you need to do ...'.

- Explain the importance of giving notes a clear heading for quick reference.
- Emphasise that the notes are just for the learner to read and that accurate spelling is not important – unless it's a new technical word that the learner needs to remember.
- Point out that the same techniques can be used whether the learner is listening and making notes or reading and making notes.
- ESOL learners may prefer to make notes in their own language.
- Dyslexic learners frequently have problems with taking and making notes and will need a lot of practice, or alternative strategies (e.g. recording training sessions, spidergrams for notes, using pictures or drawings) in order to do this effectively.
- Mind maps: Group mind maps may be created as follows.
 - Discuss the topic with the group and encourage learners to record ideas on sticky notes or scraps of paper.
 - Collect all the ideas together.
 - Sort through the ideas together and put them into broad categories or idea sets. This is a physical activity that enables learners to move ideas (notes) around until they are happy with the results. Give each category a heading.
 - Create a map radiating from the main discussion topic, with each category representing a branch. These should be clearly named and colour coded.
 - All the ideas/words contributing to each branch should also be represented in words and pictures within the same colour code.
 - The idea of the map is to represent all aspects of the topic in an ordered and graphical format so that it is easy to visualise and remember.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.1	E.13	C1.3
Wt/L1.4		
Wt/L2.2		
Wt/L2.4		
SLlr/L2.1		
SLlr/L2.2		

Task 1

Replace highlighted words with abbreviations, numbers and symbols

Wt/L1.2

Wt/L1.4

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

If the learner has difficulty

- Learners might think that there is a 'right way' to do this – stress the importance of using abbreviations, symbols and numbers that *they* can understand.
- Make sure learners understand the more difficult words in the text (e.g. 'approximately').
- Read back the notes to learners and ask questions to check they understand the notes they made.
- Learners with limited or poor experience (e.g. ESOL learners or some dyslexic learners) may struggle with this task, as it requires some phonic skills ('B4' = before) and understanding, for example, that 'comm' is an appropriate abbreviation for 'communication', whereas 'co' might not be as it could be confused with the abbreviation for 'company'. These learners will require structured support to complete this task.

Extension

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

Task 2

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

Wt/L2.2

- Explain to learners that leaving out unnecessary words and using dashes to link ideas are strategies they can use to keep notes short when taking notes in training or work settings.

- Explain to learners the importance of writing notes suitable for purpose (so that they can understand them when they refer to them at a later stage).
- Encourage learners to write the notes in a way they can understand them – only taking out words that do not change the meaning of the text for them. Point out the tip.
- Encourage learners to draft work before writing it up, in case they make errors of fact.

If the learner has difficulty

- Learners might think that there is a ‘right way’ to do this – stress that the object is to make notes they can read *for themselves*.
- Go through the tip and make sure learners understand how to do the task – go through one example with them from the task.
- Make sure learners understand the more difficult words.
- Encourage learners to work through the text methodically, a sentence at a time.
- Read back the notes to learners and ask questions to check they understand the notes they made.

Extension

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

Task 3 **25**

Listen and make notes of details from a training session

SLlr/L2.1

Wt/L2.4

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

If the learner has difficulty

- Some learners may have difficulty with listening, comprehending and writing simultaneously. Assist them to separate the tasks.
- Explain to learners that they are listening out for four or five key points.
- Replay the audio clip as many times as necessary or read the script aloud, emphasising the words in bold.
- Encourage the learners to listen for emphasis, as the important information is often emphasised (stressed).
- Remind learners to write down just the key words as a list.
- Ask learners questions about what they heard.
- ESOL learners may need support to understand some aspects of the language (e.g. technical language).
- Learners may prefer to work in groups so they can pick out the details together.

Extension

In pairs, learners check and compare notes and discuss any problems they had with the task. Do they have any strategies for making listening and note taking easier?

Task 4 **26**

Listen to and make notes of instructions from a training session

Wt/L2.4

SLlr/L2.2

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

If the learner has difficulty

- Explain to learners that they are listening out for seven instructions – some important clue words about order signal these (‘first’, ‘second’, ‘also’).

- Replay the audio clip as many times as necessary or read the script aloud, emphasising the words in bold.
- Encourage learners to listen for emphasis on key instruction words such as order words and imperatives (use questions and answers to encourage them to give examples of these).
- Make sure learners understand the idioms or less formal structure of speech.
- Read the notes back to learners to make sure they can follow what they have written.

Extension

Learners use the notes they have made to repeat back what they have heard in Tasks 3 and 4.

Theme assessment

Learners can work in small groups. One learner describes a process or a product to the other learners. The listeners make notes using the techniques they used in the tasks, then feed back the same information from their notes.

Taking notes in training sessions

Focus

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

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

To shorten words you can:

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

Here are more examples of common abbreviations:

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

What do these abbreviations mean?

e.g. i.e. etc.

Use **symbols** in place of words.

Symbols are marks that have a meaning, for example:

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

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

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



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

Cut notes down by **leaving out unnecessary words** such as:

and the are as to is which

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



Bend knees. Keep back natural position.

Use a highlighter pen or underline the important parts you want to remember.

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

You can also try:

- writing your notes as a spidergram
- making a mind map
- using pictures and diagrams to help you remember
- recording training so that you can listen again at your own pace.

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

1 Stand close to load.

2 Spread feet.

3 Bend knees.

a) Stand close to load.

b) Spread feet.

c) Bend knees.

• Stand close to load.

• Spread feet.

• Bend knees.

Use **dashes** to link ideas.

Spread your feet for a stable base.



Spread feet - stable base.

Taking notes in training sessions

Task

Task 1

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

Professional development in the workplace

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

Tip

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

Task 2

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

Tip

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



Task 3

25

Listen to the trainer giving information during a training session on manual handling.

List some of the things to think about before you lift a load.

Give your notes a heading.

Remember!

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



Task 4

26

Listen to the trainer again. Make a list of the things that she mentions that you must do when lifting a load. Give your list a heading.



Tip

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

Check it

Absence which commences in one sick pay year and continues into the next is deemed to be absence during the first year for the purpose of calculating sick pay entitlement, and payment will continue until entitlement is exhausted. Any further entitlement to payment during illness in the second year is dependent upon you returning to work in the second sick pay year for a minimum of 4 **consecutive** working weeks.

1 What does 'consecutive' mean?

- A Managerial
- B In a row
- C Effective
- D Normal

Rw/L1.2; Rw/L1.3

2 What must you do in order to receive sick pay in the second year?

- A Go back to work for at least 4 consecutive weeks.
- B Go back to work for 2 weeks.
- C Tell them you are too tired to go back to work.
- D Calculate your own sick pay.

Rt/L1.1

3 During an appraisal, your boss has suggested that you will soon be ready for promotion. Which page of the staff handbook should you look at to find out more?

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

Rt/L1.4; Rt/L1.5

Staff Handbook

Contents

	Page
Company history	1
Organisation chart	5
Company Regulations	8
Staff Policies	10
Salaries	11
Annual/public holidays	12
Maternity leave and pay	14
Leave of absence	15
Sick Pay Scheme	17
Pension Scheme	21
Grievance procedure	26
Health and Safety	35
Training and promotion	38
Rotas and job descriptions	40
Reception duties	43

3. About the accident

Say when it happened.

Date 2/10/2005 Time 12.35

Say where it happened. Greengrocery department

Describe how it happened and any injury caused.

The customer was choosing some lemons.

She slipped on a cabbage leaf on the floor.

She landed on her right arm.

The ambulance was called right away.

Sign and date the record.

Signature K Gough

Date 3/10/2005

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

- A *The customer was choosing some lemons.*
- B *She slipped on a cabbage leaf on the floor.*
- C *She landed on her right arm.*
- D *The ambulance was called right away.*

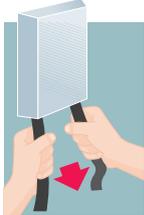
Rt/L1.1

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

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

Rt/L1.2

Fire Blanket



Pull down tabs



Pull edges of blanket over hands
Approach fire and smother
Turn off heat



Leave blanket in place over the fire
Call the fire brigade
Never reuse blanket

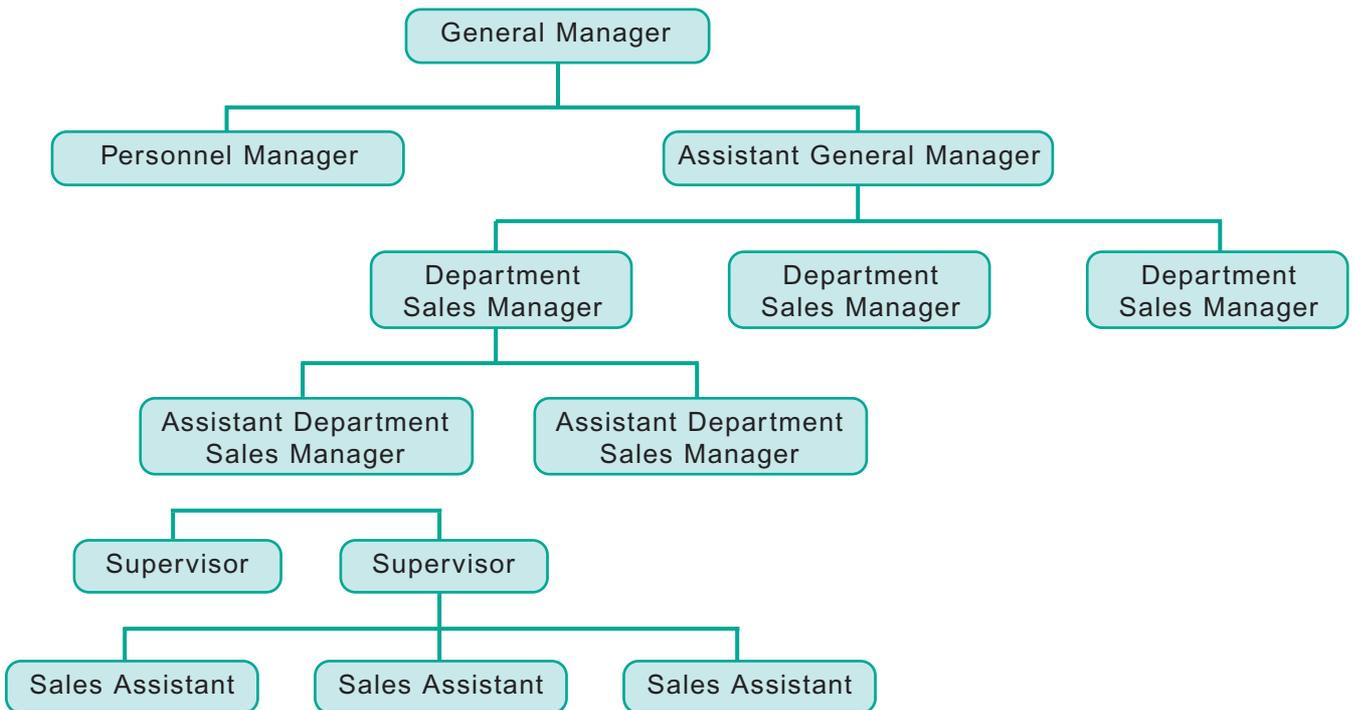
- 6 Which of these instructions is conditional (depends on something else happening)?
- A Wear suitable shoes.
 - B Wear shoes that are comfortable and fit well.
 - C Avoid wearing shoes that will increase risk of falling or slipping.
 - D If protective footwear is provided by the company, you must wear it.

Rt/L1.1

a On hearing the alarm:
b report to the assembly point in the car park
c leave the building by the nearest exit
d close the doors behind you.

- 7 The correct order for these instructions is:
- A a, b, c, d
 - B a, d, c, b
 - C a, c, d, b
 - D a, d, b, c

Rt/L1.2



- 8 How many Department Sales Managers are responsible to the Assistant General Manager?
- A 1
 - B 2
 - C 3
 - D 4

Rt/L1.4

If c cust shp lifting:

- Keep him/her in sight
- Call sup
- Tell sup quietly

9 Which is the most accurate version of these notes?

- A If you see a customer shop lifting you should keep him in sight, tell the supervisor quietly about what has happened.
- B If you see a customer shop lifting you should keep him or her in sight, call the supervisor and tell the supervisor quietly about what has happened.
- C If you see a customer shop lifting you should keep him or her in sight and call the supervisor.
- D If you see a customer shop lifting you should keep him or her in sight, call the superintendent and tell the superintendent quietly about what has happened.

Rt/L1.1

10 Find the 'Prevention of slipping/tripping and falling accidents guidelines' in the Source material. Which of these statements is **not** true?

- A If you spill something, you must clean it up.
- B You must not leave drawers open.
- C You must work safely and not endanger others.
- D You must spot hazards even if you are running.

Rt/L1.5

Audio

PAGE 4:14

Instructions

Focus page 19

Never accuse a customer of theft. Even if you've seen a customer shop lifting you should avoid the customer if possible but keep him or her in your view and call your line manager discreetly. Don't take matters into your own hands. If the customer approaches you don't let him or her hassle you or fool you. Be polite and wait for your line manager. Let her deal with the situation. Tell her about your suspicions quietly so that you are not overheard by other customers, and then leave it to her. She will put out a code on the tannoy system to alert security.

Tasks 1 and 2 20

Always follow the staff shopping rules and refuse any requests by colleagues to bend the rules, even if you feel bad about it. You'll be the one in trouble if you breach security rules for someone else. A friend in need is not always a good friend when it comes to breaking rules! Don't eat or drink anything except in the staff room, and make sure you have signed receipts for everything you buy in the store. You owe it to yourself to be above suspicion at all times, remember. You mustn't try to deal with any suspicions you have about colleagues yourself. You may get in too deep and it could be worse for you in the long run. You should report to your line manager even if it feels as if you are being a tell tale.

Task 3 21

When you put out the new stock I want you to check the items for any damage. You'd be surprised how much stuff gets this far without being checked! If you find imperfections in any items, keep them to one side. Never put damaged items with perfect ones or vice versa. When you've filled all the display racks with the new stock, put any left over stock in the blue trays and any damaged or soiled stock in the red trays. Finally, make sure all the items in the blue trays are put back in the stockroom and the items in the red trays are taken to the supervisor's office. Whatever else you do, don't put them on the floor, she goes mad if you do. Oh and it's not a good idea to overfill the racks, the stuff just falls off and we end up with more soiled stock.

PAGE 4:16

Team meetings

Task 1 22

Right you lot! This department's monthly absence figures are terrible. You'd better all stop skiving and attend work more often or we'll never reach our targets!

Task 2 23

Cara: Our department's absence figures for this month are not as good as they have been in the past. Can anyone think of a way we can improve our targets before next month?

Moira: There were a lot of stress-related problems last month due to the sheer amount of work. Perhaps we could think of ways to help each other out with particular workloads, such as delegating jobs more fairly.

Sharon: It's not my fault. I'm always here.

Denise: I think Moira is right about the stress. We ended up with a lot of extra work to do, which is OK on a short-term basis but not for long.

PAGE 4:18

Appraisal

Task 3 24

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

Audio 2: I'm learning a lot all the time. Jean is really helpful – she explains things to me about the way things work in the shop. I would like to know more though, because it can be difficult to deal with customers.

Audio 3: Quite honestly I feel useless half the time. I can't make out some of the customers at all. They're a bit odd some of them. You should have told me before I started.

PAGE 4:20

Taking notes in training sessions

Task 3 25

OK are we all here? Good. There are some general points about lifting things that you should remember before you start. First of all ask yourself if it is **absolutely necessary** to lift the load. If so, ask yourself **how heavy or bulky** the load is and whether it should be lifted by a **truck or a trolley**. Next, think about **where** the load is going to end up and plan your route to get there so that you are aware of any possible hazards in your way. Also, before you start, check that the load is **packed securely**. I've seen many a bottom give way in a box!

Task 4 26

Right, once you've decided that this box is safe to lift by yourself you can start to lift.

Firstly, stand close to the load like this and then spread your feet to give you a stable base, like this.

Then bend your knees. OK?

Make sure you **keep** your back in a natural position.

Next, grasp the load firmly and **raise** your head as you start to lift.

Make sure you use your leg muscles to help you lift.

Right let's all have a go at that.

Answers

PAGES 4:1–4:2

Finding your way around the staff handbook

Task 1

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

Task 2

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

Task 3

1 You may have written something like this:
The company may decide not to give you sick pay if you are off sick because of something that happened in your own time (i.e. not while at work). If they do decide to pay you and later on you get some money from an insurance claim or something like that, you have to pay back your sick pay to the company.

PAGES 4:3–4:4

Fire safety

Task 1

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

Task 2

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

Task 3

- 1 extinguish = put out
- 2 flammable = easily burnt
- 3 confined = small (enclosed)
- 4 inhaling = breathing in

PAGES 4:5–4:6

Reading policies

Task 1

- 1 On the right-hand side
- 2 On the left-hand side
- 3 In the middle

Task 2

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

Task 3

Show your answers to your teacher.

PAGES 4:7–4:8

Reading procedures and instructions

Task 1

- 1 a notify = tell, report
b accrue = add to, build up
c comply = obey
- 2 2
- 3 3 (or 4 if you include the very first sentence)
- 4 • your name
• employee number
• department
• shift times

- 5 Model answer: You may not receive payment from the Company sickness payment scheme for the time you were away. In some cases disciplinary action might be taken.

PAGES 4:9–4:10

Reporting accidents

Task 1

Details to be included in Part 3 of the form:

- Date of the accident
- A short description of how it happened
- The injury caused
- The time the accident happened
- Where the accident happened

Task 2

I was putting a delivery of bacon out. The customer was choosing ham just along the aisle. All of a sudden her legs went from underneath her. She landed on her left arm. I told her that I thought it was broken, but fortunately it was not. I was very worried about her. I did not see exactly what she slipped on, but the floor tiles seemed to be wet in places. It was definitely not her fault – she was being careful. I suspect that the cleaner forgot to leave the wet floor sign out after cleaning the floor. Either that or the fridge is leaking again. I asked the manager to come and look at her.

Task 3

You may have written something like this:
I slipped on something like water on the floor. I went down heavily onto my left wrist. The assistant fetched the manager. The manager told me to go to casualty. My wrist turned out to be badly sprained.

PAGES 4:11–4:12

Your role in your organisation

Task 1

- 1 a acknowledge = greet, welcome
b accordance = agreement
c pristine = perfect
- 2 implement
- 3 book, price, return

Task 2

- 1 True
- 2 True
- 3 False
- 4 False
- 5 True
- 6 True
- 7 False
- 8 False

Task 3

You may have something like this:

HOLIDAYS

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

You are allowed __ hours off every year.

If you start work in the middle of the holiday year, your holiday hours will be reduced in proportion.

You cannot keep hours from one year to the next.

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

PAGES 4:13–4:14

Instructions

Task 1

- 1 Always follow the staff shopping rules.
- 2 Refuse any requests by colleagues to bend the rules.
- 3 Make sure you have signed receipts for everything you buy in the store.
- 4 Report any suspicions you have about colleagues to your line manager.

Task 2

- 1 Don't eat or drink anything except in the staff room.
- 2 Don't try to deal with any suspicions you have about colleagues.

Task 3

- 1 Never put damaged items with perfect ones.
- 2 Don't put the red trays on the floor of the supervisor's office.
- 3 Don't overfill the racks.

Task 4

You may have written something like this:

Walk back towards the doors. At the promotional stand turn left. Turn down the second aisle on your left. The pickles are immediately on your left.

PAGES 4:15–4:16**Team meetings****Task 1**

Here are some ideas:

- 1 Meena does not speak to her colleagues in a respectful way. She criticises in a way that is not constructive. She blames the staff, rather than finding out what might be wrong. She is not very tolerant or supportive of her colleagues.
- 2 She should be aiming to motivate her colleagues by making the point in a more constructive way.
- 3 She could have said something like: 'Our department's absence figures for this month are not as good as they have been in the past. Does anyone know why this might be? Perhaps you have ideas of how we can improve our targets before next month.' This would help to get others involved, which is more motivating. It also doesn't sound as though she is blaming them.

Task 2**Moira**

Supports others	✓
Makes a useful contribution	✓
Responds positively	✓

Sharon

Supports others	✗
Makes a useful contribution	✗
Responds positively	✗

Denise

Supports others	✓
Makes a useful contribution	✗
Responds positively	✗

PAGES 4:17–4:18**Appraisal****Task 1**

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

Task 2

Show your notes to your teacher.

Task 3

Model answer:

Audio 1: This is not an honest response. Your line manager may think everything is OK. 'I suppose' doesn't sound very positive or confident.

Audio 2: This is a positive response. You are saying that you are learning but that you want to know more.

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

PAGES 4:19–4:20**Taking notes in training sessions****Focus page**

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

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

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

Task 1

You may have written something like this:

Professional development in the workplace

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

Task 2

You may have written something like this:

Professional development in the workplace

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

Task 3

As long as you can read your notes back and all the information in them is correct, you have done a good job. You may have written something like this:

Think about:

- Ness. 2 lift load?
- Heavy/bulky?
- Use truck/trolley?
- Where load going? Plan route
- Check packing

Task 4

As long as you can read your own notes and they are in the right order, they are correct. It is a good idea to use numbers for this list because you have to do the actions in a particular order.

Lifting a load

- 1 Stand close 2 load.
- 2 Spread feet.
- 3 Bend knees.
- 4 Keep back natural pos.
- 5 Grasp load firmly.
- 6 Raise head.
- 7 Use leg muscles 2 lift.

Check it

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