

Delivering the goods: Supporting staff in logistics to improve their English and maths



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Introduction

This toolkit has been produced for Skills for Logistics to use with employers and other stakeholders to help them think about how they can support staff to develop their skills.

The toolkit has been developed in partnership with the **Move On to World Class Skills** programme, and contains a collection of information and ideas that can be used when talking to employers about opportunities to develop English and maths skills. These skills underpin all effective learning from fork-lift training to senior management development, so are a vital ingredient of any whole organisation approach to skills development.

Training is available for all staff within Skills for Logistics in order that the resources are utilised to their full extent and best use is made of the information and ideas within the toolkit. It is intended that the toolkit will be used across the whole of Skills for Logistics in order to:

- equip employer and provider facing staff with the knowledge and understanding to support greater take up of Skills for Life learning within the sector
- provide head office teams with the knowledge and understanding of the subject to enable them to embed it in their area of work (programme and qualifications design, marketing material, research, etc.)
- secure the full understanding and commitment of the senior management team responsible for delivering Skill for Logistics' language, literacy and numeracy strategy.

What is Skills for Life?

Practical English and maths are used in everyday life – at work, home and for study. There are government initiatives supporting adults to brush up their English and maths skills in all four home nations. Skills for Life is the national strategy in England for improving literacy, language and numeracy skills.

Other terms used are basic skills, core skills, essential skills, functional skills or adult literacy, language and numeracy (ALLaN). Whatever the term used, English and maths skills are necessary for completing all other training activity with confidence and competence. Good communication skills (whether it be reading, writing, speaking or listening), as well as numeracy skills, are essential to achieving and sustaining full competence at work.

For further interactive information on Skills for Life and the qualifications available, visit the iRoute on the Move On web site at www.move-on.org.uk.

'A lack of English and maths skills within the British workforce currently poses the biggest threat to the economy of the nation.'

Stephen Kennedy, Senior Operations Team, Skills for Logistics

Why Skills for Life?

Many people would benefit from brushing up their English and maths skills and gaining a national qualification. In fact, 25.5 million adults are yet to achieve Level 2 qualifications in both English and maths. When staff are given the opportunity to brush up their English and maths skills, there are many benefits, not only for them as individuals, but for employers as well. The benefits include:

- reduced absenteeism
- reduced staff turnover
- fewer mistakes (e.g. lower warehouse picking errors)
- better health and safety and fewer accidents at work
- improvement in the quality of service
- more accurate accident and fault reporting
- better compliance with regulations and licensing requirements
- better communication in and between staff teams
- improved relationships with customers, leading to increased customer retention and fewer complaints
- increased productivity
- increased and quicker achievement of other qualifications and better return on investment in all kinds of training (e.g. operator and driver CPCs, NVQs, short courses).

Other positive outcomes of staff brushing up their skills include:

- a confident, flexible and skilled workforce, which is responsive to change
- an opportunity to modernise and consolidate skills and acquire new qualifications
- employee confidence to access other training and progression opportunities within the workplace.



'We can only succeed in a rapidly changing world, and create a society in which everyone has the opportunity to realise their full potential, if we invest in our nation's skills.'

Rt Hon John Denham
Secretary of State for Innovation,
Universities and Skills (March 2009)

Who benefits from Skills for Life opportunities in the workplace?

'Skills for Life has enabled our organisation to benefit from improved staff morale, a more efficient workforce and ultimately an increase to the business 'bottom line'. Everyone is a winner!'

Colin Butler, HR Director, DHL Aviation

Everyone benefits from improving their skills, including:

- supervisors and senior workers who might have been promoted and need to brush up English and maths to meet the requirements of their new role
- staff looking for promotion or career progression
- non-qualified staff who want to have their skills recognised
- qualified staff who want to progress on to higher-level qualifications
- assessors and trainers who are supporting colleagues to achieve qualifications
- managers who might be a bit rusty in particular skills
- existing staff who want to improve their current skills and become better at doing their jobs

'It's a myth that if you train people they will leave. We've had employees come in from holiday to attend skills training. They've then had the confidence to progress within the organisation.'

Colin Butler, HR Director, DHL Aviation

For more information on the benefits of training and case studies from employers, visit www.move-on.org.uk/getonetwork.asp.

About Skills for Logistics

Skills for Logistics is the sector skills council (SSC) for the logistics sector. The industry is essential to the efficient performance of the UK, touching every business and household. Examples of logistics activities include:

- national post activities
- courier activities
- transport (air, road) storage and warehousing
- cargo handling.

Logistics is the UK's fifth largest industry, employing 1.75 million people. The majority of workplaces are small to medium-sized enterprises, with 85% of workplaces employing less than ten people – although 58% of the workforce is employed in a working environment with 50 or more people.

The sector employs a significant number of people with below Level 2 qualifications and a high percentage do not have good literacy and numeracy skills.

Skills for Logistics is funded by the government with a remit to support and enable employers in the logistics sector to gain competitive advantage by developing workforce skills. It does this through four strategic goals:

- 1 To increase demand for, and investment in, training.
- 2 To develop relevant and fit for purpose skills development solutions.
- 3 To be a credible and respected voice in the sector on skills development and related policy issues.
- 4 To be regarded by employers and stakeholders as a high performing SSC.

The need to improve English and maths skills across the sector was identified as a key objective when the SSC was established, and the research for the Sector Skills Agreement identified literacy and numeracy as one of the six key issues facing the sector.

Each of Skills for Logistics' strategic objectives requires the SSC to have a coherent and informed approach to Skills for Life if they are to be successfully achieved. Examples of this underpinning include:

- increasing demand for Skills for Life learning across the sector
- building Skills for Life into competency frameworks, qualifications and programmes
- being credible and respected on all aspects of skills development, including Skills for Life
- supporting SSC employees to brush up their own English and maths skills.



Skills for Logistics' literacy and numeracy strategy is based on a commitment to support companies within the sector to take a whole organisation approach to Skills for Life, by recognising and addressing all the issues associated with the adoption and sustaining of such an approach.

Skills for Logistics is working towards the creation of the National Skills Academy for logistics. This is a new gateway for information on skills, quality training, careers advice and career development in the sector. The National Skills Academy provides access to training for employees, jobseekers or someone just leaving school or college, in order to gain the skills and qualifications that employers want. The academy will have a key role in increasing and sustaining investment in Skills for Life development within the logistics sector

For more information about the sector, visit www.skillsforlogistics.org.

Get On At Work

Move On to World Class Skills is a national programme that supports Skills for Life.

Get On At Work is the strand that offers practical approaches and resources for the development and implementation of Skills for Life in the workplace:

- Getting started – ideas and guidance on developing and implementing workplace Skills for Life strategies.
- Promotion and engagement – approaches and resources effectively used to positively sell and gain buy-in for Skills for Life in the workplace.
- Training and delivery – guidance on developing responsive and flexible approaches to training and delivery of English and maths.
- To access free resources to implement Get On At Work, visit www.move-on.org.uk. (In order to access the free resources, you will need to register on the web site.)

Get On At Work offers a direct approach to promotion, engagement and training of staff:

- **Promotion:** a positive promotion of the benefits of having English and maths skills, and the opportunity to brush up and modernise those skills in context, with the added value of a national qualification.
- **Engagement:** engages and trains referrers (e.g. managers, supervisors, HR staff, union learning reps, brokers) who have frequent contact with potential learners.
- **Training:** focused, work-related programmes incorporating the opportunity to prepare and enter for the National Certificate in Adult Literacy and/or Numeracy and providing a stepping-stone to full Level 2 qualifications, where appropriate.

This toolkit will look at promotion, engagement and training in more detail.



Developing your staff

There are many English and maths skills involved in everyday work tasks. Supporting staff to brush up their English and maths will bring benefits to your organisation and to individual staff. Benefits to staff include:

- gaining confidence in their current work roles
- going on to further training and gaining qualifications
- gaining the confidence to change roles or to go for promotion
- getting an up-to-date national qualification
- completing vocational qualifications with confidence
- feeling more confident to try out new things and take on different tasks.

What is on offer?

The opportunity for staff to develop their English and maths, and gain a national qualification, through the following steps:

- 1 A skills check to identify an employee's starting point for skills development.
- 2 A course that focuses on the skills that an employee needs to develop. Employees can also study independently on line via the free Learner Route on the Move On web site at www.move-on.org.uk. The skills learnt can be used both at work and in everyday life and will help prepare employees to prepare for the National Test at Levels 1 and 2 or other form of summative assessment for Entry 3.
- 3 Practice materials, progress checks and mini tasks and assignments to practice the application of skills learnt.
- 4 Information, advice and guidance on other courses and training opportunities.

For more information about brushing up skills independently, visit the Move On Learner Route at www.move-on.org.uk and select 'Learner Route'.

Skills for Life programmes enable staff to brush up or develop the essential English and maths skills any employee would need to carry out their job effectively. Once you start working with a training provider, the provider will help you to identify which staff member needs to work on which particular skills. The provider will then work with you to devise a training programme to support staff in refreshing these specific skills (see the section on training for more detailed information on how this works).

Some of the everyday tasks that logistics workers carry out, which include English and maths skills, are listed below:

Fill in an accident or incident form accurately	Calculate axle weights
Tell colleagues about location of delivery and collection points	Understand and comply with changes in legislation
Read and understand health and safety notices	Comply with drivers' hours and working time regulations
Report clearly to colleagues at handover time	Put together a portfolio of evidence for an NVQ or other training
Check own wage slip and deductions	Undergo periodic training to refresh and update skills and knowledge
Conduct team briefs	Work out numbers of items on pallets, storage area or vehicle
Speak to customers appropriately face to face	Estimate journey times, use maps and route planners
Take accurate messages and notes from meetings	Complete delivery manifests and/or stock control records
Learn to use new technology	Understand and follow legislative regulations for storage and transport
Follow a set of instructions exactly, e.g. delivery schedule details	Speak clearly and confidently to customers on the phone
Write letters to, and exchange e-mails with, colleagues, managers and clients	Follow correct procedures for reporting and recording emergencies
Participate in daily driver debriefing	Understand plans and diagrams
Plan events and organise meetings	Ensure loads are safe, legal and secure
Write notices with good spelling and grammar	Estimate and recalculate journey times to take into account unforeseen circumstances

In order to carry out the tasks, employees in the logistics industry need to use the following English and maths skills:

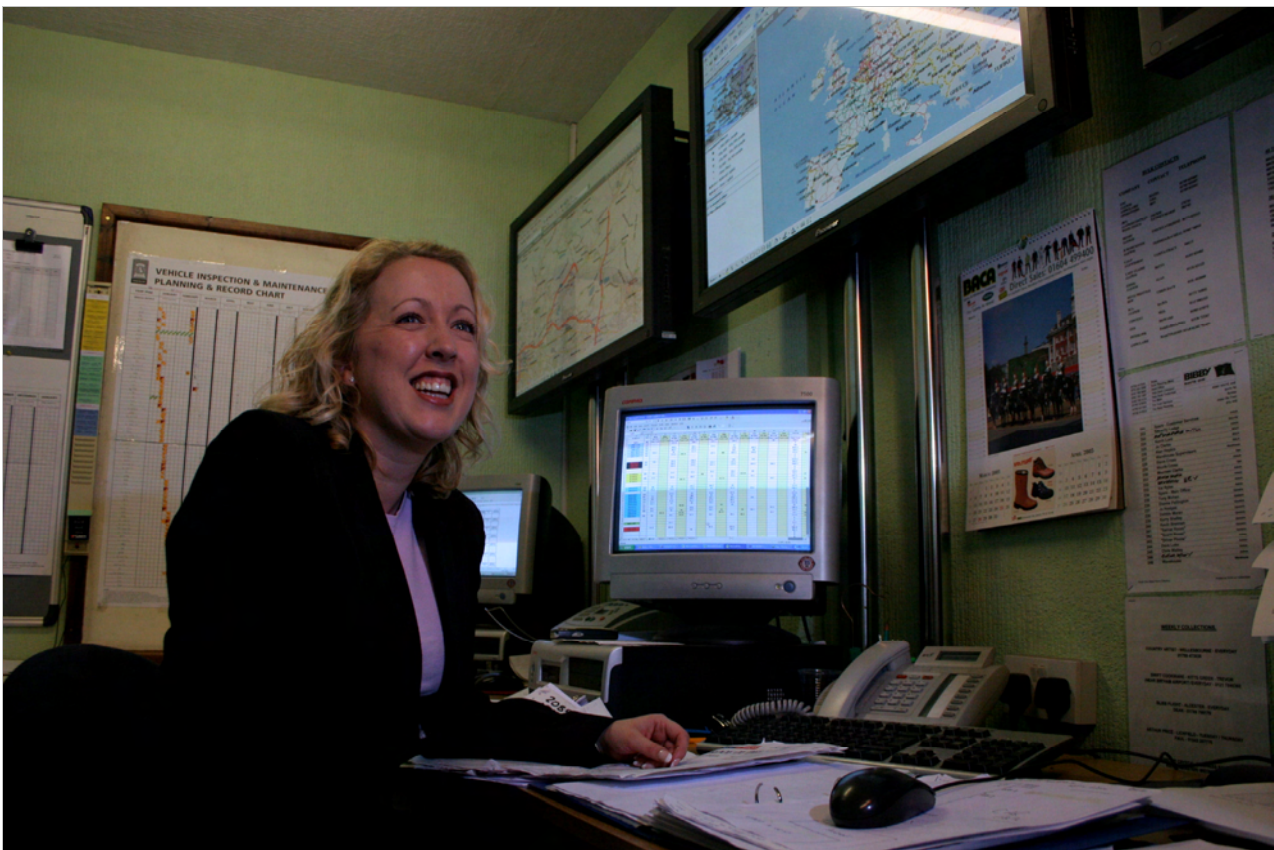
- **Reading and writing**

- identify main points and specific detail in a text such as a policy document
- summarise information from long documents such as operating plans
- use reference materials
- write information in a logical order, e.g. on an accident or incident report form
- proofread and revise writing for accuracy, e.g. session plans
- use correct spelling, grammar and punctuation

- **Maths**
 - estimate and measure weight
 - work out ratio, proportions and percentages
 - use decimals in measuring and money
 - measure and record time

- **Speaking and listening**
 - listen and respond to information and instructions
 - give and receive constructive criticism
 - make requests and ask questions to get detailed information
 - clearly express facts, explanations, opinions and descriptions

For full logistics job descriptions with links to literacy and numeracy, see appendix 1.



Promoting training and getting staff involved

Everyone in the organisation has a part to play in promoting skills development and training opportunities. Ensure that key staff are trained in how to engage others, and embed this within the organisation. Once staff are aware of the positive benefits of brushing up their skills, they are more likely to get involved.

As a driver I feel more confident dealing with difficult customers now that I have brushed up my skills.

As a trainer I am much more confident talking to people about improving their English and maths since I brushed up my own skills.

As someone who works in the traffic office, I feel much more positive about going for my CPC.



As a warehouse supervisor I am getting and giving more accurate and useful shift handover reports since we have improved our English skills.

As a customer we have noticed an improvement in the helpfulness and punctuality of our collection drivers.

As a manager I find people adapt much more quickly to new ways of working since we encouraged people to brush up their skills.

There are many ways to get everyone involved in learning, such as:

- putting information in payslips, newsletters and staff pigeon holes
- introducing the idea of refreshing English and maths skills at a staff meeting
- having a Learning at Work Day where everyone gets involved in fun activities such as quizzes and games
- using posters, scratchcards and fliers to raise awareness (see appendix 2 for examples of awareness-raising materials)
- offering staff and volunteers the opportunity to brush up their English and maths skills at inductions and appraisal meetings
- offering taster or introductory sessions, so that staff can have a go and check their skills before joining a course
- ensuring that staff attending other training courses know that they can brush up their English and maths skills to help them to be more successful on their courses
- signposting staff to the Move On Learner Route at www.move-up.org.uk, which gives adults the opportunity to brush up their skills and prepare for the National Certificate in Adult Literacy and/or Numeracy
- embedding English and maths into vocational training courses.

For examples of materials to engage staff in learning, have a look at the resources section of the Move On web site at www.move-on.org.uk. For ideas on the language to use when promoting Skills for Life, look at the 'Mind Your Language' section of the iRoute on the Move On web site.

Training in the workplace: what's involved?

1 Working in partnership

a) Within your own organisation

There are people who can help you with workplace training, e.g. managers and supervisors. In a large organisation there might also be a training manager who you can speak to.

If there is a union in your workplace, union learning reps (ULRs) will encourage their colleagues into learning and work with managers to establish and sustain a learning culture at work.

b) With training providers

There is a wide range of providers who can help you with training, such as:

- further education colleges
- adult and community learning providers
- learndirect
- work-based learning providers

c) Other potential partners and sources of advice

- Skills for Logistics regional representatives
- Move On adviser
- Train to Gain brokers
- Learning and Skills Council/Skills Funding Agency
- awarding bodies (Edexcel, OCR, City & Guilds)

Other large workplace learning programmes have found it very helpful to set up a steering group with representatives from these partners. The steering group can help to coordinate planning, delivery and evaluation of the training.

2 The training: where and when?

Staff can take part in training at a time that suits them and the needs of the organisation. Sessions can be at any time and on any day of the week, including weekends. Training could take place in the workplace or off site. Staff could attend training at regular times each week or you could set up drop-in workshops that staff can attend when they have some time. Some people might prefer to study independently by attending drop-in sessions at their local college or by using online learning. This is available through learndirect and via the Move On Learner Route.

Some employers release staff during work time to attend training. This is not always possible, so some employers pay overtime or pay staff to attend training. In some cases, staff attend training in their own time for part or all of the training course. As this training is an integral part of upskilling the whole workforce and developing individual staff, it's very important that there is a strong commitment from both the employer and the employee to ensure that the training will be successful.

In workplaces where staff are on fixed shifts an option is to arrange the training to take place at the beginning and end of shifts with staff giving one hour of their time and the employer paying an hour's overtime, or allowing people to finish an hour early. Such an arrangement is unlikely to be suitable for most drivers where work patterns are more unpredictable and varied, so it's important that there are a range of options that cater for people's differing circumstances.

Staff can take qualifications when they are ready, as test entry is available all year round.

For examples of different training models, look at the Get On At Work training pack on the Move On web site at www.move-on.org.uk/getonatwork.asp.

3 Training providers

There is a wide range of providers working with employers. It's a good idea to consider different providers before deciding which ones you want to work with. You could use the checklist for working with providers to help you decide.

a) Checklist for working with providers

Providers that you work with should be able to:	Yes?
• take the trouble to get to know you and your business and work as your partner to deliver training and development of lasting benefit	
• support you in promoting learning opportunities across your whole company	
• use workplace relevant skills checks and initial assessment methods	
• plan and deliver a training programme based on the needs of the staff and the organisation	
• show evidence of quality and experience in this area of work	
• deliver a good blend of teaching methods without an excessive reliance on e-learning	
• demonstrate that their learning is imaginative, innovative and enjoyable	
• identify what impact the training is going to have on both learners and your business and agree with you how they are going to measure this	
• give guidance on further training and development	
• understand and access funding for the training, where available	
• offer flexible training that meets the needs of all your staff.	

Finding the right provider to work with is crucial to the success of any Skills for Life programme. Your Skills for Logistics regional manager can help you recruit and select an appropriate provider – contact them via www.skillsforlogistics.org.

For information on your nearest national qualification centre, go to www.move-on.org.uk and select 'find a test centre'.

4 Costs and funding

Any training is an investment in developing both your staff and organisation, so there will be costs involved. Some of these costs may be covered by public funding. There are public funds available through the Train to Gain service and through provider’s core funding to support some training for adults who do not yet have Level 2 qualifications in English and maths. This training is free to the learner and the funding is likely to cover the costs of the training, the training materials and entry to the qualification. Your provider will be able to help and advise you about funding the training.

Other costs may need to be covered by the company, e.g. staff cover. Funding arrangements vary significantly across the UK and further information is available from the Learning and Skills Council (LSC).

5 Evaluating the training

It's important that any training is monitored and evaluated on an ongoing basis to ensure that it's meeting the needs of the participants and the organisation.

If you are working with a new training provider or running a new training programme, it's a good idea to agree to run a pilot course. This pilot course can then be reviewed and evaluated before more training is rolled out.

Here are some of the success indicators that can be used to evaluate the training:

- Are participants attending training regularly?
- Are you getting feedback from participants that they are enjoying the training and finding it useful?
- Are other staff or clients seeing the benefits of the training, e.g. supervisors and colleagues?
- Is there positive feedback from the provider about the training?

Make sure that time for evaluation of the programme by the participants, the training provider and other staff from the organisation is built into the process.

There are some measures that you might want to put in place at the start of the training to help assess impact. These will depend on what you hope to get from the training, but could include measuring:

- levels of absenteeism to see if there is any reduction
- levels of staff retention to see if there is an increase
- user satisfaction to see if there is an improvement
- the willingness of staff to become more flexible and undertake new tasks or roles
- the achievement of other qualifications, such as NVQs, to see if there is an increase or if the time taken to achieve reduces
- progression of employees onto other training or being promoted
- improvements in the organisation.

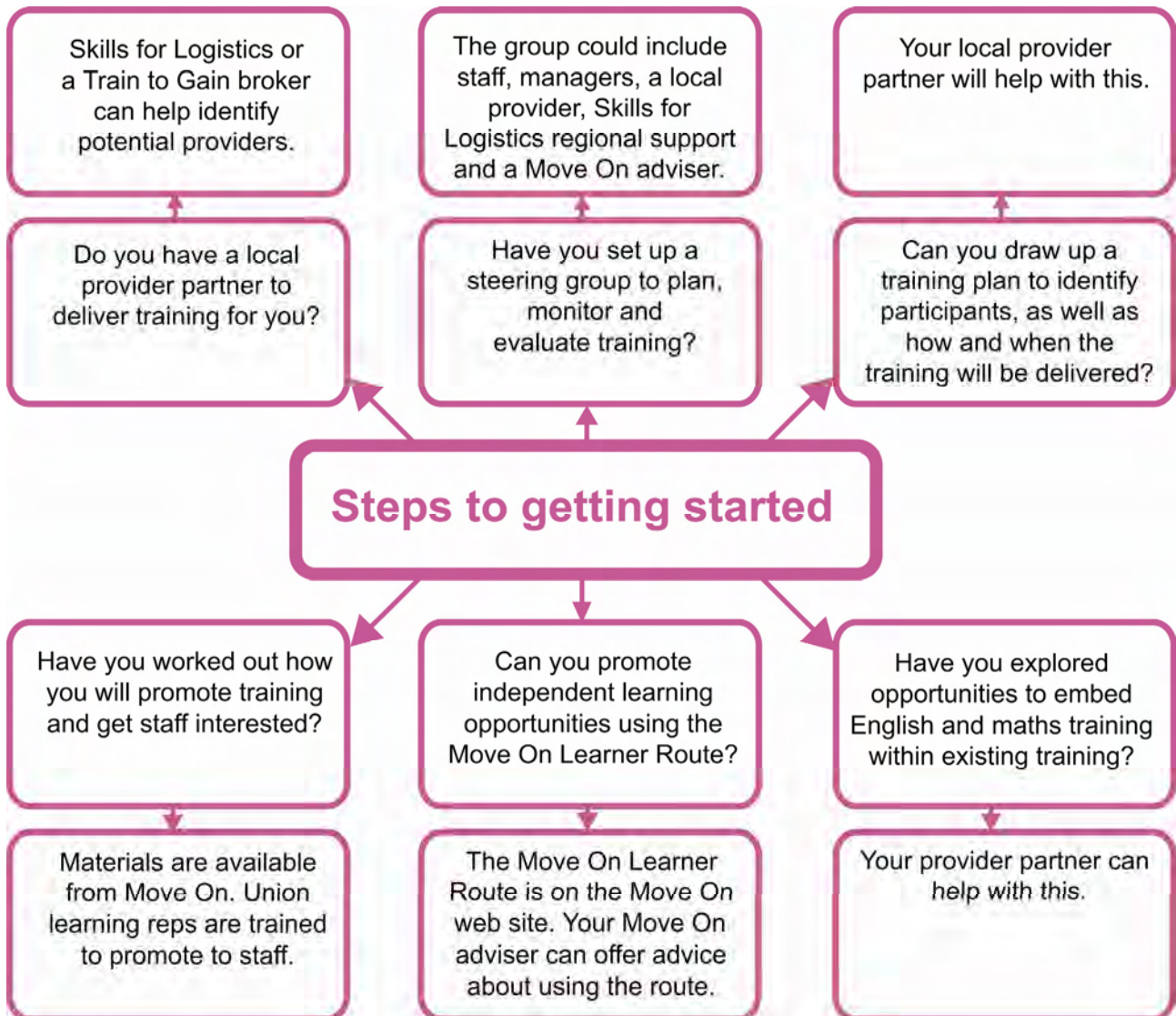


'Employers with foresight will realise the importance of investing in staff. We're in the service industry so we're nothing without our staff. I think we'll see companies invest more in skills because they'll start to see the rewards more clearly.'

Danny Pedri, Hub and Gateways
Director, DHL Aviation

6 Steps to getting started

Here are some ideas to get started:



Contact details

Getting started

Employers anywhere in the UK can get advice from:

- Skills for Logistics
www.skillsforlogistics.org
- Train to Gain
www.traintogain.gov.uk
- Investors in People
www.investorsinpeople.co.uk
- Unionlearn (TUC Learning Services)
www.unionlearn.org.uk
- learndirect
0800 101901
www.learndirect.co.uk

The Skills Pledge is a voluntary public commitment by employers to support all employees to develop their English and maths skills and work towards relevant qualifications to at least Level 2.

Get On At Work is the strand of the national Move On programme that focuses on the workplace. Its aim is to encourage employees to work towards a first qualification in English and/or maths. The Move On programme operates in England. It is funded by the Learning and Skills Improvement Service (LSIS) and is delivered by Tribal. There is a Move On adviser based in each region. For more details visit www.move-on.org.uk.

Supporting staff to improve their English and maths skills is an investment that will yield returns on many different levels and has the potential to transform both your business and the lives of the people who work in it. It's worth taking the time to talk to your local training provider, to Skills for Logistics and to anyone else who you think can help you take this important step with confidence.

Appendix 1: Job description linked to literacy and numeracy

Literacy: Warehouse supervisor – role profile

The main purpose of this role is to lead a team in order to provide an effective and efficient service to both internal and external customers by:

- providing clear direction and leadership
- managing and controlling all available resources
- contributing to the review of key performance indicators and implementation of actions to improve.

Speaking and listening: Team briefing is an important part of this job. This particular role would typically have responsibility for 20–25 members of staff. Many warehouses employ speakers of different languages, so high-level communication skills are required. As this is a supervisory role, there is also a need to deal with disciplinary issues and verbal warnings. Supervisors work at the interface between the management structure and the front-line staff, so their ability to understand and communicate policies, instructions and issues both upwards and downwards is crucial.

Reading: The main reading skills required in this role are based on handover sheets, e-mails and memos. These often have to be disseminated and summarised to the team. Across any warehouse there are numerous notices and graphical displays with many different codes on. In some companies supervisors are involved in the selection and interviewing of potential new staff.

Writing: The main requirement for writing skills in this role is to complete reports on staff members. A usual minimum of three pages of handwritten text would be expected for a disciplinary issue. These notes would require good written English in order for others within the company to understand them. E-mail is also used (mainly for internal communication) and writing skills are also necessary to produce clear and accurate shift handover reports, memos and notices.

Numeracy: Most of the numeracy skills in this role are based around mental calculations. Examples would be calculating how many staff would be required to fulfil a picking order. Most of the spreadsheets used for rota and workload planning have formulas already in them so the numeracy skills required concern estimation and recognising when a calculation is correct. There will also be a need to read, understand and interpret graphs and charts, though their production will typically be done by computer.

Speaking and listening – overall Level 2

Listen and respond – Level 2

- Listen for and identify relevant information from extended explanations or presentations on a range of topics
- Listen to, understand and follow lengthy or multi-step instructions and narratives on a range of topics and in a range of contexts
- Respond to detailed or extended questions on a range of topics
- Respond to criticism and criticise constructively

Speak to communicate – Level 1

- Speak clearly in a way that suits the situation
- Make requests and ask questions to obtain information in familiar and unfamiliar contexts
- Present information and ideas in a logical sequence, and include detail and develop ideas where appropriate
- Express clearly statements of fact, explanations, instructions, accounts and descriptions using appropriate structure, style and vocabulary

Engage in discussion – Level1/Level 2

- Follow and contribute to discussions on a range of straightforward topics
- Respect the turn-taking rights of others during discussions
- Use appropriate phrases for interruption
- Adapt contributions to discussions to suit audience, context, purpose and situation
- Support opinions and arguments with evidence
- Use strategies intended to reassure, e.g. body language and appropriate phraseology

Reading – overall Level 1

Comprehension – Level 1

- Trace and understand the main events of continuous descriptive, explanatory and persuasive texts
- Recognise how language and other textual features are used to achieve different purposes, e.g. to instruct, explain, describe, persuade
- Identify the main points and specific detail, and infer meaning from images which is not explicit in the text
- Use organisational and structural features to locate information, e.g. contents, index, menus, subheadings, paragraphs

Grammar and punctuation – Level 1

- Use implicit and explicit knowledge of different types of word, e.g. linking words (connectives), nouns, verbs, adjectives, of word order and of possible plausible meanings, to help decode unfamiliar words and predict meaning
- Use punctuation to help their understanding

Vocabulary, word recognition and phonics – Level 1

- Read and understand technical vocabulary
- Use reference materials to find the meanings of unfamiliar words
- Recognise and understand the vocabulary associated with different types of text, using appropriate strategies to work out meaning

Writing – overall Level 1

Composition – Level 1

- Plan and draft writing
- Judge how much to write and the level of detail to include
- Present information in a logical sequence using paragraphs where appropriate
- Use language suitable for purpose and audience
- Use format and structure for different purposes
- Proofread and revise writing for accuracy and meaning

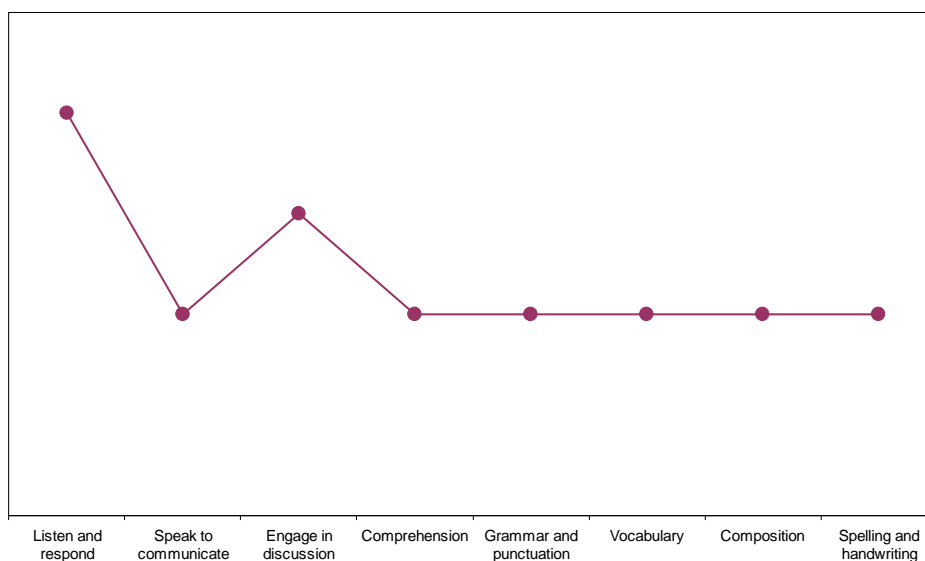
Grammar and punctuation – Level 1

- Write in complete sentences
- Use punctuation correctly, e.g. capital letters, full stops, question marks, exclamation marks
- Use correct grammar, e.g. subject-verb agreement, correct use of tense
- Use pronouns so that their meaning is clear

Spelling and handwriting – Level 1

- Spell correctly words used most often in work, studies and daily life
- Produce legible text

Warehouse supervisor – literacy spiky profile



Numeracy: Warehouse supervisor – role profile

Number – overall Level 2

Whole numbers – Level 2

- Add, subtract, multiply and divide using efficient written methods
- Estimate answers to calculations
- Read, write, order and compare positive and negative numbers of any size in a practical context
- Carry out calculations with numbers of any size using efficient methods
- Evaluate expressions and make substitutions in given formulae in words and symbols to produce results

Fractions N2 – Level 2

- Find percentage parts of quantities and measurements
- Use a calculator to calculate efficiently using whole numbers, fractions, decimals and percentages
- Order and compare percentages and understand percentage increase and decrease

Measures, shape and space – overall Level 2

Common measures – Level 2

- Calculate, measure and record time in different formats
- Estimate, measure and compare length, distance, weight and capacity using metric and, where appropriate, imperial units

Shape and space – Level 2

- Solve problems using the mathematical properties of regular 2-D shapes (e.g. tessellation or symmetry)

Handling data – overall Level 1

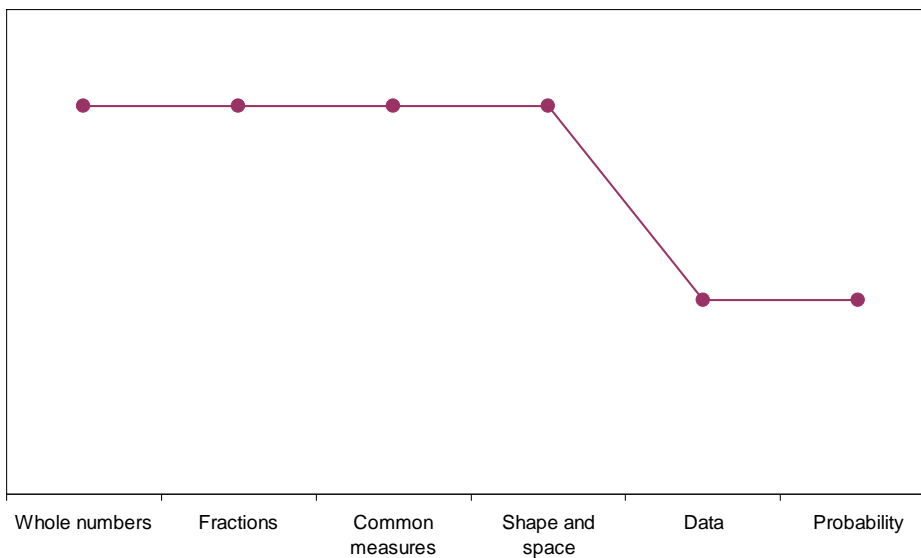
Data and statistical measures – Level 1

- Organise and represent information in different ways so that it makes sense to others
- Find the arithmetical average (mean) for a set of data

Probability HD2 – Level 1

- Show that some events are more likely to occur than others

Warehouse supervisor – numeracy spiky profile



Appendix 2: Examples of engagement materials



Logistics quiz – English and maths

- 1 A notice in a truck stop requests that vehicles are parked 20 yards apart. If five yards equals four metres, how many metres is 20 yards?
- A 12 metres
 - B 16 metres
 - C 20 metres
 - D 24 metres

Answer:

- 2 Which of these is an instruction?
- A What are you doing?
 - B That's great, well done.
 - C Put that down!
 - D Let me explain that again.

Answer:

- 3 Here are some of the attributes expected of a warehouse supervisor. Which one of these words is spelt incorrectly?
- A confidence
 - B responsibility
 - C maturity
 - D enthusiasm

Answer:

4 Over four days of the week, the number of daily drops a driver makes is as follows: 15, 13, 14, 18. What is the average number of drops per day?

- A 30
- B 60
- C 10
- D 15

Answer:

5 Your company has 18 trucks and the ratio of Scania trucks to Mercedes is 2:1. How many Mercedes trucks does your company own?

- A 12
- B 3
- C 6
- D 9

Answer:

6 Read the extract below taken from management training material.

Chilled-out change manager

‘Without sufficient challenges, workers run the risk of rust-out, where they get bored and start clock-watching. That is stressful in itself. But if the pressure becomes too great, people suffer burn-out.’

What point is the author making?

- A workers are happiest without challenges
- B workers go rusty in a damp workplace
- C workers need challenges, but not too many
- D no challenge is too great for workers

Answer:

7 Which of the following sentences is not punctuated correctly?

- A There's lots of concern about increasing congestion and traffic.
- B Mr Wick's said that improvements in RFID technology would change the way goods are tracked in the supply chain.
- C It's important to develop customer-centred service.
- D Hasn't the number of parcels increased anyway?

Answer:

8 The late shift at the warehouse starts at a quarter to six in the evening. Which of these times is a quarter to six on the 24-hour clock?

- A 17.45
- B 06.45
- C 18.45
- D 06.15

Answer:

9 You are running a raffle to raise money for TransAid. Tickets cost 50p each. Twenty-five people buy two tickets each and 18 more people buy one ticket each.

How much money do you make?

- A £43.00
- B £21.50
- C £34.00
- D £30.50

Answer:

Quiz answers

1 B

2 C

3 B

4 D

5 C

6 C

7 B

8 A

9 C

Maths Takeaway



This month's special

Logistics industry



Did you know . . .

According to Skills for Logistics' 2009 labour market profiles:

- the logistics sector employs over one and a half million people across England, which is 6% of the nation's workforce
- 83% of the workplaces in the sector employ fewer than ten people
- nearly half (47%) of those working in the sector do not have a Level 2 qualification (equivalent to GCSE grade A–C).

Would you like to get a qualification? Find out your English and maths skills level at:

www.move-on.org.uk/testyourskills.asp



Skills for Logistics

Starters

Maths isn't just about calculations.

It's also behind measuring, reasoning, estimating, planning, problem solving, timing and keeping safe.

Manual handling injury claims cost a single company £150 000 over a three-year period.

Can you . . .

- fill in your timesheet and calculate your overtime?
- estimate journey times and recalculate when necessary?
- work out how to distribute the load on a vehicle so that you stay within axle weight regulations?
- calculate how many cartons are stacked on a pallet?

For examples of maths skills you might want to improve, look at the skills checklists at www.move-on.org.uk (register to access the Get On At Work section).

Main course

Origins and definitions

The term 'logistics' originates from the ancient Greek word 'λόγος' ('logos' meaning ratio, word, calculation, reason, speech, oration).

Logistics is thought to have originated in the military's need to supply themselves with arms, ammunition and rations as they moved from their base to a forward position.

In ancient Greek, Roman and Byzantine empires, there were military officers called 'logistikas' – responsible for distribution.

Skills for Logistics is the sector skills council for the UK's freight logistics industries. It's licensed by the Government to tackle the skills and productivity needs of employers in the sector.

Its mission is 'to enable employers in the logistics sector to gain competitive advantage by developing workforce skills'.

If you want to find out more about training opportunities within the sector visit:

www.skillsforlogistics.org

Specials

Improving your maths skills – it all adds up!

Recent research has found that improving your numeracy skills could add nearly 20% to your earning potential. (Source: NRDC 'The value of basic skills in the British labour market' p. 14)

It's predicted that there will be even fewer jobs in the future for those lacking numeracy skills.

By updating your skills you are more likely to remain in employment, and any training you do may call on your maths skills. For example, maths is essential for success in many NVQs and other qualifications you may need.



Do you know your current level of skills?

Check your own maths skills by doing the mini-test at:

www.move-on.org.uk/testyourskills.asp

Set menu

Test questions

- 1 How many 200 litre fuel tanks could be filled by a diesel store holding 20 000 litres?
a) 10 b) 100
c) 1 000 d) 10 000
- 2 A mug of tea costs 60p in the canteen. How much would it cost to buy tea for yourself and three workmates?
a) £1.80 b) £2.40
c) £1.24 d) £2.18
- 3 Bob works from 6.30 a.m. until 3.00 p.m. every day from Monday to Thursday and until 2.00 p.m. on Fridays. He has 30 minutes for lunch each day. How long is his working week?
a) 40 hours b) 39.5 hours
c) 39 hours d) 37 hours

Log on to the Move On Learner Route at:

www.move-on.org.uk

To try out some more questions, do the Move On mini-test or try an initial assessment to find out which level to start at.

Extras

Grin or groan?

A lorry driver sat eating his egg and chips in a transport cafe, when ten Hell's Angels walked in. They walked up to the lorry driver and started eating his dinner and drinking his tea. The lorry driver just stood up and walked out.

The Hell's Angel leader walked up to the counter and sticking his chest out said, 'He wasn't much of a man was he?'

'No' said the cafe manager, 'he wasn't much of a lorry driver either, he's just reversed over ten motorbikes!'

On an electrician's truck – 'Let us remove your shorts'

Resources to support staff with English and maths skills

Free resources available at:

www.move-on.org.uk

Look at the Get On At Work section (delivery and training) and at the Teacher Route Stop 4.



Answers:
Set menu – 1 b, 2 b, 3 c

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