

Goods inward and storage

Introduction to Module 1

Checking in deliveries and putting goods into storage is the first phase of the internal supply chain within a large warehouse. Most warehouses are now using data terminals and scanners for reading codes but there is still a lot of manual checking to do, as well as physically counting items on pallets. As with all warehouse operations, this requires careful counting and code checking, and attention to detail. There is also a requirement in many food-storage settings to understand temperatures for storage and when checking in refrigerated loads.

This module supports learning for NVQ Unit B3 in Distribution, Warehouse and Storage and other units relating to storage. Much of the work in this module supports the numeracy skills involved for checking in goods. It will also support learners who are training to use machinery for putting goods into storage and other aspects of warehouse work. The module includes work on the following:

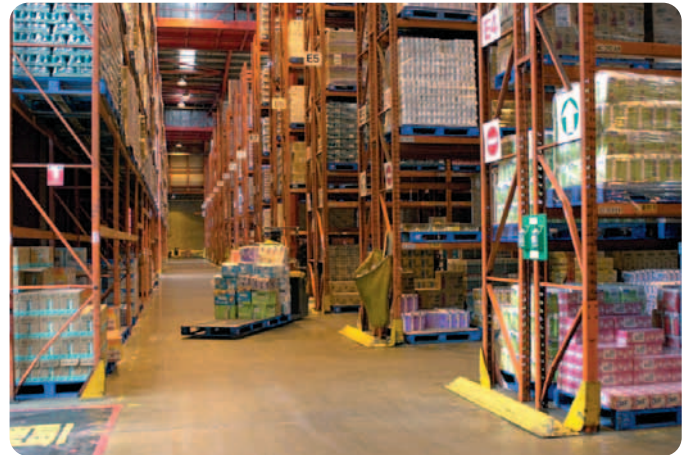
- checking in loads and delivery sheets
- checking codes
- counting in batches
- putting away/using machinery
- storage requirements.

Warehouses operate different systems. It is essential that learners apply the skills and strategies to their own workplace and may need support to do this. The *Word* version of these Embedded Learning materials provides opportunities to adapt and customise the material where appropriate.

Warehousing – Module 1: Goods inward and storage					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Checking in loads (1)	Wa 1:1–1:2	B3.1; B3.2	Rt/L1.4; Rt/L1.5; Rw/L1.3	N1/L1.1; MSS1/E3.3	
Checking in loads (2)	Wa 1:3–1:6	B3/F, G, H	Rt/L1.4; Rw/L1.3; SLlr/L1.2; Rt/L1.5	N1/L1.1	
Checking in loads (3)	Wa 1:7–1:8			N1/E2.5; N1/E3.1; N1/E3.4; MSS2/E3.1	
Checking in loads (4)	Wa 1:9–1:10	B3.2	SLlr/L1.1; Wt/E3.1		
Pre-shift checks	Wa 1:11–1:12	E10.1 p3; E11.4; B5.2	Rt/E3.7; Rt/L1.4; SLlr/L1.2; Wt/L1.2	HD1/L1.1; HD1/L1.2; N1/L1.3	C1.1
Using machinery	Wa 1:13–1:14	E10.2		MSS1/L1.4; MSS1/L6; N1/L2.4; N2/L1.11; N2/L1.10; N2/L1.2	N1.1; N1.2
Putting goods into storage	Wa 1:15–1:16		Rt/E2.2; Rw/E3.1; Rw/E3.3; Rt/E3.3	MSS2/E2.3	
Putting goods into the correct locations	Wa 1:17–1:18		Rt/L1.4	N1/L1.1	
Storage requirements	Wa 1:19–1:20	B3/H, I, J		N1/L1.2; MSS1/E3.9	
Dealing with problems	Wa 1:21–1:22	E6	Rt/L1.3; Rt/L1.4; Wt/L1.3; SLd/L1.1; SLlr/L1.2; SLc/L1.1; SLc/L1.3		

Skills checklist

Checking in loads is the first stage of the warehouse operation. You must be careful and accurate in order to spot errors and identify damaged goods. Pickers will also depend on you to store items correctly. Putting goods into storage means using machinery safely and finding the correct locations. You will use codes at every stage in the warehouse process – attention to detail is vital.



You need a good range of skills for checking delivery sheets and the quality of goods coming in. There are also many skills involved in driving a forklift truck and putting goods into storage.

Tick all the skills you have already and then look at the checklist again when you have used the materials.

Skills for goods inward and storage	Now	Later
Checking in loads		
Working with codes		
Counting items in batches		
Completing pre-start checks on machinery		
Understanding storage conditions		
Finding the correct locations for putting away goods		
Dealing with problems		

PAGES 1:1–1:2

Checking in loads (1)

Occupational setting

Taking goods and materials into storage is a frequent and essential part of warehousing. This involves checking that documentation is complete, that the type, quality and quantity are correct and that there are no discrepancies. Understanding the layout and interpreting the codes and abbreviations on delivery notes is essential to the task. Most delivery notes use a tabular format that can make tracking across the page difficult. Codes and dates are practised in other modules.

Materials

OHT and photocopies of a delivery note that resembles that on the focus page

Photocopies of the same note with errors built in
Highlighter pens

Selection of delivery notes from the workplace

Learning outcomes

- 1 To understand and use the organisational features of a delivery note to locate information (focus page, Task 1)
- 2 To recognise and understand abbreviations (focus page, Task 1)
- 3 To read and compare large numbers written as codes (focus page, Task1)
- 4 To understand common date formats (focus page, Task 1)

Introduction

- Organise learners into pairs and give each pair a delivery note similar to the one on the focus page but with errors built in (learners are not aware of these errors at this point).
- Show learners the same delivery note without the errors on an OHT and give out individual copies. Ask learners to highlight the discrepancies. This is an opportunity to illustrate how we read and extract information from a delivery note. Guide learners around the note by uncovering and covering certain parts.

- *The most important part of the delivery note to check first, after skimming quickly over the whole note, is the address – is this load for us?* Learners check their note and confirm that it is the right place for the load but there is an error in the address (e.g. postcode or street name). This error needs to be pointed out to the suppliers to avoid difficulties another time.
- *Is the name on the lorry the same as the one on the delivery note?* (You may decide to have no errors in this part.)
- *Before you start to check the load itself, it's useful to check the delivery note number and any dates mentioned to make sure these are OK – are they correct?* To encourage the use of strategies when dealing with large numbers and codes, ask learners how they checked their delivery number against the original (e.g. chunking the large number into more manageable chunks of three or four numbers at a time; using their finger; matching one number to its counterpart one at a time; counting how many digits are in the number and seeing if their number matches; saying the number aloud as you check each part). Use this opportunity to talk about different date formats – perhaps you have changed the format of the date on their note.
- *Finally I'm going to start checking the load itself. To do this I'm going to use the edge of this piece of paper to help me track across the page. You can use a ruler if you have one handy, although any straight edge will do. Has anyone found any errors?*

- Summarise by questioning learners about what they have to do to check that the details on a delivery note are correct. (Recognise that they are looking at a delivery note; look at words in detail – address, product descriptions; check codes; check dates; check quantities by tracking across rows – know the difference between rows and columns.)

- Many dyslexic learners, who experience difficulties visually tracking across a page, will be helped by using a straight edge to track across rows. They will also be helped by the strategies used for handling large numbers as many have a tendency to miss out or misread details (e.g. 201 can become 210 or 21).

Focus page

- Ask learners to look at this delivery note in the same way as they have just been doing during the introductory activity: address first; name of company; delivery note number and dates; contents of load. Talk through each 'thought-bubble', highlighting the following:
 - use of abbreviations to save space (e.g. **customer** has been reduced to **cust** and **supplier** to **supp**)
 - strategies for checking numbers and letters in a code
 - dates can be written in a variety of formats; where just numbers are used, the European convention is day/month/year
 - using a straight edge to track across the page.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	B3.1	
Rt/L1.5	B3.2	
Rw/L1.3		
N1/L1.1		
MSS1/E3.3		

Task 1

Read and understand a delivery note

Rt/L1.4

Rt/L1.5

Rw/L1.3

MSS1/E3.3

N1/L1.1

- Remind learners of the strategies they can use to extract information from a delivery note:
 - skimming to get the overall gist of the note
 - scanning for particular information, using headings and key words
 - reading in detail for precise information
 - splitting a large number into more manageable bits – three or four numbers per bit
 - using a finger to match one number at a time to its counterpart

- counting how many digits and/or letters are in the code and seeing if their code has the same number
- saying the number aloud as each part is checked
- using knowledge of word structure and a 'best guess' strategy based on product knowledge to work out abbreviations
- using a straight edge to track across rows.

If the learner has difficulty

- Check that it is not the reading of the questions that is causing difficulty by reading the first question to the learner and watching his or her response. If the learner is able to act on the oral question, then it is reading that is hampering the learner. If this is the case, the learner will need additional support.
- Ensure learners understand the vocabulary. If it is presenting a problem, provide further reading support or detailed explanation.
- Each question challenges different reading/interpretative skills. If the learner can do none, then the level of the task needs to be reduced – simpler notes with less information. Build back up to this level after lots of practice.
- If there are errors made in questions 1, 2 and 10 then check the learner's ability to read in detail and to understand the meanings of specialist words.
- If errors are made in questions 3, 6, 7 and 8 then check the learner's ability to read numbers and codes accurately and that they can locate information in this format.
- If the error is in question 5 then check learner's understanding of time as words compared with time displayed as numbers.

Extension

Ask learners to devise more questions for each other based on the delivery note.

Theme assessment

Ask learners to find other examples of delivery notes from the workplace. They should sort them by date order, identify abbreviations and find out what they mean. Share this information with the group.

Checking in loads (1)

Focus

Delivery notes

When a load arrives at the depot it has to be checked several times. A delivery note tells you what should be in the load. The way the note is set out can help you find your way around it.

Look out for **headings** and text that is written in *different ways*, underlined, or IN CAPITALS.

What abbreviations are used most often in your workplace?

Does this match the delivery number?

Am I supposed to check stuff from this company? Is it the right lorry?

How many pages of stuff are there? I don't want to miss anything.

What do these abbreviations mean?

Are the dates right?

How many different ways are dates written?

Are the codes right?

Aromas
LIMITED

Page 1 of 2

Delivery note no.
803853378

Cust. O/No: 4500011200
Supp. O/No: 386033
Picking date: 01.04.2004
Loading date: 05.04.2004

SHIP-TO PARTY 980007994

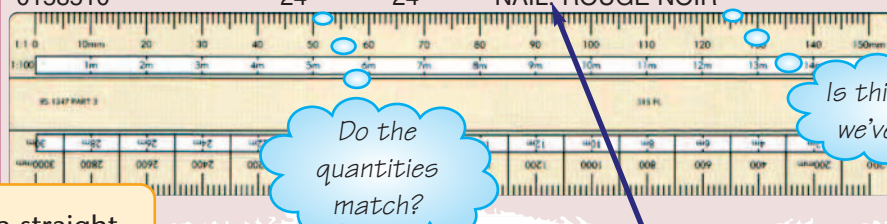
Faces and Hair PLC
Unit B
Mallard Road Industrial Estate
Shortridge
Hertfordshire
HS2 4WS

The company name – look for the logo.

Is this delivery meant for us?

Find out where addresses are usually put on the delivery notes you see.

Material	Packs	Units	Total	Description
0166610	1		6	FOUND: SUMMER TAN
0177120		3	3	LIP: RASPBERRY RED
0158510		24	24	NAIL: ROUGE NOIR



Do the quantities match?

Is this what we've got?

Use a ruler or a straight piece of card to help track across the lines.

What goes with what?

Capital letters can be difficult to read. Check them a few at a time, like the code numbers.

Checking in loads (1)

Task

Task 1

Use the delivery note below to decide if the following statements are true or false.

- | | |
|--|--------------|
| 1 The delivery is from ALL YOU NEED STORES. | True / False |
| 2 The delivery is to Brassington Park Depot. | True / False |
| 3 The product identifier code for washing soda is 7210012. | True / False |
| 4 TROP BREE could mean Tropical Breeze. | True / False |
| 5 The goods arrived at the store at ten to two. | True / False |
| 6 Three containers were not received. | True / False |
| 7 Three pallets of spray starch are supposed to be on this shipment. | True / False |
| 8 Two containers of Summer Meadow Fabric Softener are supposed to be on this shipment. | True / False |
| 9 This is the first page of the delivery note. | True / False |
| 10 Ambient means that products must be kept cold. | True / False |

Tip

Let your eyes wander over the page to spot the key words from the statements and find the part of the form you need to read.

Delivery note no: 30285
Customer O/No: 774963

ALL YOU NEED STORES

Page 1 of 1

Bay No. R99R
Trailer: 9549030285

Ship to: 4858
Brassington Park Depot Brassington BN1 WE4

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

PAGES 1:3–1:6

Checking in loads (2)

Occupational setting

Taking goods and materials into storage is an essential part of warehousing. This involves checking the documentation to make sure it is complete, and that there are no discrepancies. Codes are used extensively.

Materials

OHTs showing different codes composed of four, five, six or seven digits and/or letters

Lists of six seven-digit codes (to be matched in pairs)

Audio equipment

Learning outcomes

- 1 To read and compare large numbers (focus page, Tasks 1–5)
- 2 To understand and use the organisational features of a label to locate information (focus page, Tasks 1–3)
- 3 To recognise words written as abbreviations (focus page, Task 2)
- 4 To listen to and compare large numbers (Task 5)

Introduction

- Using OHTs, flash a series of codes one at a time and ask learners to write down how many digits and/or letters they think they see each time. Make some composed of four digits and/or letters, some five, some six and some seven. Check learners' responses and ask which codes they found easier/harder to read, and why. (The longer the code, the harder it is to see at a glance how many parts make it up.) Note: increase the time of exposure of the codes for dyslexic learners.
- Continue with this exploration of the strategies we use to handle large numbers by asking learners how they enter a new number into their mobile phones. (Divide the number up into threes or other sorts of manageable

chunks?) Ask how they give their mobile or landline number to another person. Ask one or two learners to tell you their mobile number – write it on the board as they tell you, putting the number into 'chunks' the way they say it. Establish that most of us have to use some sort of strategy (e.g. dividing the number into manageable chunks) for handling large numbers.

- Link this introductory activity with checking codes on labels by giving each learner a slip of paper with a list of six seven-digit codes. Learners have to look carefully at their set of numbers and then find the one other person in the group with exactly the same set. (To make it harder, present matching pairs of numbers in a different order.)
- Discuss with learners the strategies they used to make sure that they had found the correct partner (e.g. checked off numbers by grouping them into chunks of two or three digits; matched each digit one by one; used a piece of card/paper as a line guide to help track through the numbers).
- This exercise may prove particularly difficult for dyslexic learners who have a tendency to reverse the order of digits (e.g. 12 can become 21). Some dyslexic learners invert/reverse the actual digit (e.g. 9 becomes 6). The dyslexic learner with directional difficulties may be heartened by the fact it does not matter which way you check codes, providing the digits retain the same order.

Focus page

- Look together at the focus page and start by asking the learners what product is being delivered. Discuss the type of storage that this delivery might require. (This need not be a long discussion but it will help learners to understand where to look on the delivery note to see what is being delivered.)
- Learners need to be aware of the importance of correct identification and accurate reading of codes.

- Extend the discussion by asking questions such as: *What is the Best Before date? How many packs should there be? What do we mean when we say that there are discrepancies in the order?*
- Point out the use of abbreviations for the words 'quantity' (QTY) and 'September' (SEP). Remind them that it is common to use abbreviations on forms. Why do you think this is? (lack of space). Write five other abbreviations commonly used in warehousing on the board/flipchart and ask learners what they think the whole words are. Point out that there are lots of clues in an abbreviation, as it always uses letters from the whole word(s).
- Ask learners to identify some codes (e.g. *What is the product identifier code for BBQ Snacks Original 12 Pack? What is the SSC code?*).
- Ask learners if they have any strategies for listening to/remembering codes. Share strategies with the rest of the group.

Curric. refs	NOS/NVQ	Key Skills
N1/L1.1	B3, F, G, H	
Rt/L1.4		
Rw/L1.3		
SLlr/L1.2		

Task 1

Read and compare large numbers on a 'goods received' note

N1/L1.1

- Remind learners of the strategies that can be used to check one number against another:
 - count how many digits there are in both numbers and see if they agree
 - split the number into manageable bits
 - say the number aloud as you check it
 - note if any parts of the code are the same throughout a series.
- Guide learners to use appropriate study skill strategies when doing a task like this (e.g. tick off each number in the task and on the delivery note when it has been found and checked for match, so that there will be no doubt about which goods have not been delivered).

If the learner has difficulty

- Cover all the numbers in the task except the one the learner is working on. This will eliminate the visual distractions caused by

numbers that look very similar. (Alternatively, cut out the codes. Cover and reveal one digit at a time.)

- Encourage the learner to 'chunk' the number in question and then to take just the first 'chunk' and to check it against those in the delivery note to find which one(s) are going to be a possible match. (Learners with good study skills automatically use this process of elimination and reducing the load, whereas those with poor skills do not.)
- Support the learner to do the same with another number and then watch the learner do one on their own.
- If there are still difficulties, ask the learner to draw lines where they feel digits naturally 'chunk' together (e.g. 190/50/45). Get them to tick each 'chunk' if it matches.
- If difficulties persist, give the learner some three- and four-digit numbers to cross-check. If they can do these without difficulty, it is the size of number that is causing difficulty and is probably a visual problem. They will need a lot more practice at using the suggested strategies until they find a method that works for them.

Extension

Ask learners to record the product codes and batch numbers of the missing goods.

Task 2

Locate and record location code numbers

N1/L1.1

- Remind learners that the strategies used when checking large numbers are just as useful when recording large numbers (e.g. counting how many digits there are; 'chunking' the digits, saying it aloud as you take one chunk at a time and record it in the space provided; checking again at the end).
- Stress that checking and recording codes seems a deceptively simple task, but one that can so easily go wrong if just one digit is missed out or reversed. Warehousing is dominated by codes and these need to be read and recorded accurately if efficiency is to be maintained.

If the learner has difficulty

- Ask the learner what he or she is finding difficult – is it finding the correct item on the delivery note or finding and/or recording the large location number?

- Highlight the abbreviation 'Locn' on the Goods Received Note and the word 'location' in the task to help the learner make the link (check understanding of the word, particularly for ESOL learners). Give the learner a smaller number to record. If this is done with ease, then build up the size of number to record, using the strategies discussed. If necessary, demonstrate how to do it, talking through the process.

Extension

Ask the learner to find examples of 'goods received notes' from their workplace to bring to the next session so that the group can familiarise themselves with different types of notes and formats.

Task 3

Check codes against those on a tasking sheet

N1/L1.1

Rt/L1.5

- Remind learners about the strategies for checking large numbers.
- Ensure that everyone understands what 'short picks' means.

If the learner has difficulty

- Cut out the cases. Use double-sided tape to display them on some 'racks'.
- Make a card for each line of the tasking sheet to remove the visual distraction of so many similar-looking codes.
- As you do the first together, 'model' the process by talking aloud and using some of the strategies for dealing with large numbers: *I'm going to look at the codes on the cases to find one that starts with 072. If it doesn't start 072, I'll look at the code on the next case until I find one that begins 072. Then I'll check the next 'chunk' of numbers in the code to see if they match the code I'm looking for.*
- Ask learners to remove the cut-out items from the rack as they find them and stick them on the tasking sheet.

Extension

Ask the learner to explain his or her strategies to the group, so that those learners who are having difficulty can benefit from their methods.

Task 4

Match codes

N1/L1.1

Point out the tip, which suggests using a ruler or a straight edge to track across the figures. Point out to learners that line guides are used for speed reading and in offices where, for example, statistics involving rows and columns of large numbers are studied.

If the learner has difficulty

- Make sure that the learner 'chunks' each number to start with. Suggest they start with chunks of three digits (e.g. 00232340 becomes 002 323 40). This is particularly important for dyslexic learners because of the memory load and sequencing of numbers.
- Insist learners use a straight edge to track across the rows.

Extension

Give the learner some pairs of large mixed codes (i.e. letters and numbers) randomly presented on the page to sort and match.

Task 5

Listen carefully to spoken codes and match them to the recorded version

N1/L1.1

SLlr/L1.2

- Listen as a group to the first code in the audio clip. Pause the clip and discuss the strategies to tick off that code on the paper list:
 - Listen to the first three digits only and put your finger immediately on a code that has that at the start.
 - Listen for any further distinguishing parts, such as letters sounding like a word (e.g. RED/PEN).
 - As well as ticking the code when you have heard it, cross it through so that it is easier to see what you have got left to deal with.
 - Feel confident about asking to hear the code again – liken this to asking someone to tell you their phone number again.

If the learner has difficulty

- A task in which you are required to listen and read as well, albeit numbers/codes, is too much for some learners with poor listening skills and/or weak number recognition and 'labelling' skills (recalling the name of a digit and /or letter with ease).

- Ask the learner to listen to you giving a code and present him or her with a choice of just two simple written codes. Gradually increase to three or four codes to choose from. Increase the number of digits in the code when you feel the learner can cope.
- You could also speak the number aloud in chunks of three digits and use voice inflection to aid memory. This would help dyslexic learners in particular.

Extension

Prepare some codes on tape and ask the learner to write them down without paper prompts. Ask him/her to check their own listening and recording by giving them the paper copy to check for themselves.

Theme assessment

- Ask learners to track a product through the whole warehouse process from when it arrives in the warehouse to when it is delivered to the customer.
- Learners need to identify the code relating to this product on all the relevant paperwork and anywhere else it is displayed (e.g. delivery sheets, outer case, arm-mounted terminal, racking, dispatch note, etc.). Each workplace will have its own system and use of codes, so you will need to adapt this assessment to suit the specific workplace.

Checking in loads (2)

Focus

Codes

Working in a warehouse involves checking codes to make sure that goods are received, stored and dispatched correctly. It requires accurate reading and recording skills.

Take a look at this label.

Print size and bold text indicates which information is most important.

4 0 5 3 8 2

QTY 024
Week 20 Day 1 Time 04:47

Description BBQ Snacks Original 12 Pack	
SSC CODE 003500016851 42505382 EAN No 05000237060919	PRODUCT CODE 0046057
Best Before Date	

05SEP06
20/1

MDC Pallet Number 0**4250538**

003500016851**42505382**

Labels and forms often use abbreviations to save space. Here the word **quantity** has been abbreviated to QTY and **September** to SEP.

Some code numbers are used as part of other code numbers.

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

- First look at the code to see how many letters or numbers it should have.
- Split the code into smaller chunks, for example 405382 can be checked as 405 382.
- Work through the code slowly, checking a few numbers or letters at a time.
- Check the code a second time to make sure that you didn't make any mistakes – be particularly careful when you find lots of zeros together!
- Use a line guide such as a piece of paper or a ruler to help you keep your place if you have a long list of codes.
- Say the digits aloud as you check.

Checking in loads (2)

Task

Task 1

Twelve pallets are shown on the goods received note below, but only ten have been received. Check the delivery sheet against the codes below. Which pallets are missing?

Tip

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

GOODS RECEIVED NOTE 833002				
Goods received at 12:28 on 02/04/05				
Page No: 1 LK03B				
Supplier code: Not entered		Customer code: BDSC22		
Bay No: R93D		BDS Cheese Ltd		
Locn	Pallet No	Prod Code	Items/Pallet	Batch No
S27102	YP048228	COL	50	SY485
S27112	YP032174	WHITE	50	SY487
S27210	YP033274	WHITE	50	SY487
S27212	YP048828	COL	50	SY485
S27510	YP048832	COL	50	SY485
S27722	YP033274	WHITE	50	SY488
S27943	YP075482	WHITE	50	SY487
S29734	YP046432	WHITE	50	SY487
S29973	YP048882	COL	50	SY485
S29977	YP083875	WHITE	50	SY488
S29989	YP083894	COL	50	SY485
S29999	YP083857	WHITE	50	SY488
12 pallets			600 items	

Have you noticed that some codes have 'chunks' of letters or numbers that are the same? This leaves fewer to check.

Y P 0 4 8 8 3 2	Y P 0 3 3 2 7 4	Y P 0 4 8 2 2 8	Y P 0 3 2 1 7 4
Y P 0 3 3 2 7 4	Y P 0 4 8 8 8 2	Y P 0 8 3 8 5 7	Y P 0 4 6 4 3 2
Y P 0 7 5 4 8 2	Y P 0 8 3 8 9 4		

Task 2

What is the storage location for these pallets?

- 1 YP075482
- 2 YP048832
- 3 YP083894

Remember!

Forms often use abbreviations to save space. Look for the most likely abbreviation for 'location'.

Checking in loads (2)

Task

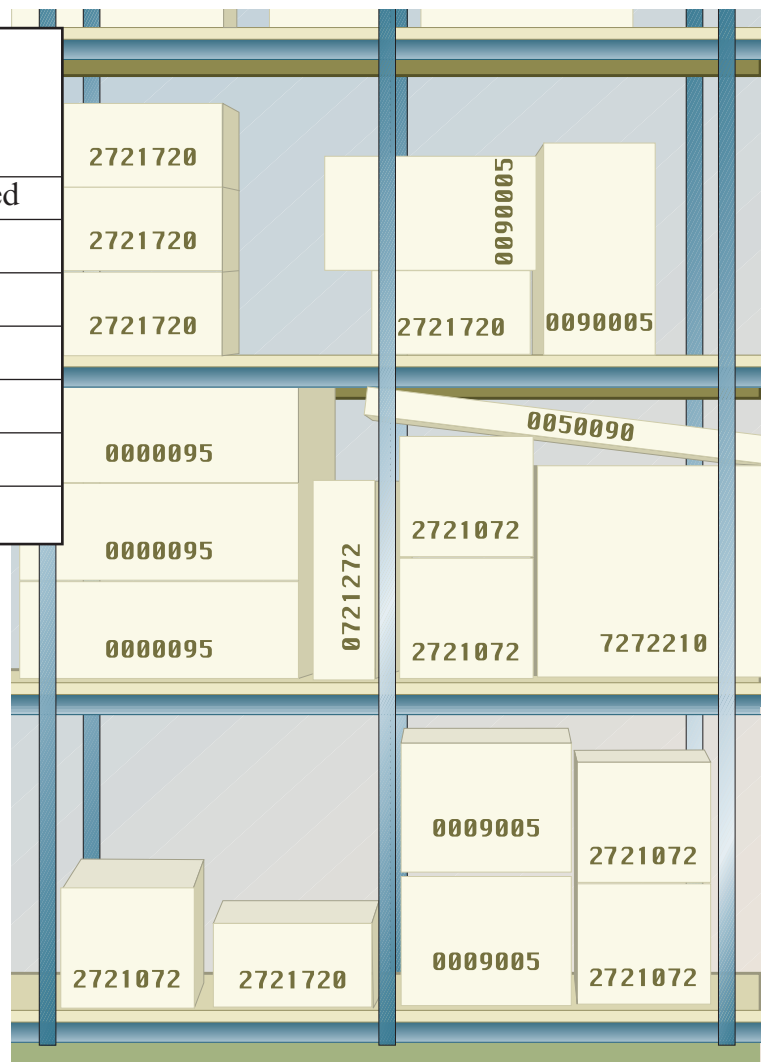
Task 3

- 1 Your job is to pick the items on the tasking sheet. Tick off the cases as you find them on the racks. Record any short picks by writing 's/p' in the 'No. picked' column.
- 2 Write the codes in the correct bins at the bottom of the page.
- 3 How many cases are left on the rack when you have finished the tasking sheet?

Tasking Sheet			
Date: 02/05/06			
Time: 09.45			
Code	No. reqd	Bin	No. picked
0721272	2	A	1 s/p
0090005	2	C	
2721072	5	E	
0009005	3	F	
0000095	2	D	
2721720	4	B	

Tip

Cross off the codes on the outer cases as you find them.



Bin A	Bin B	Bin C	Bin D	Bin E	Bin F
0721272					

Checking in loads (2)

Task

Task 4

Which of these rows have codes that are all the same?

✓ Tick the ones that are correct.

✗ Cross the ones that do not match.

Tip

Use a ruler or piece of card to help track across the rows of figures.

00232340	00232340	00232340	✓
66009123	66009132	66009132	
91005000	91005000	9100500	
44448765	44448765	44448765	
00000999	0000999	00000999	
50084329	50084329	50088329	
22044600	22044600	22044600	
01939220	01939220	01939220	
98765432	98765432	98765432	
42700025	42700025	42700052	



Task 5

1

Listen to the codes being read out.

Use the second column to tick off the codes as you hear them.

Use the fourth column to check if the codes in the third column are identical to the codes you heard.

AAYOG567		AAYOG567	✓
BLSE23BLU		BLSE23BLU	
00SHE_TAN		00SHE_TAN	
RED/PEN/5CM		RED/PEN/5CM	
RED/PEN/10CM		RED/PEN/1CM	
CHS-CHS-LG		CHS-CHS-LG	
MLK666210		KLM666210	
FRI/MAY/04		FRI/MY/O4	
KGMMCMLML		KGMMCMLM	
1425_AS_FR2		1425_AS_FR2	

PAGES 1:7–1:8

Checking in loads (3)

Occupational setting

Taking goods and materials into storage is an essential part of warehouse work. It can involve checking the documentation to make sure that an order is complete and that the type, quality and quantity of the goods are correct, with no discrepancies. It can also involve checking pallet quantity (timarandum height – tihi).

Materials

Boxes or blocks for practical work (e.g. pieces of wood, Dienes apparatus, match boxes)

A range of paper-based/computer graphic tihi arrangements

Learning outcomes

- 1 To read and accurately interpret a delivery note for pallets of cases or boxes (focus page)
- 2 To understand and calculate tihi (focus page, Task 1)
- 3 To calculate the 'footprint' – 'ti' – that is created for transfer and storage (focus page, Task 1)

Introduction

- Ask learners to tell you what they know about goods delivered on pallets. Record answers on the board/flipchart. (Prompt learners to think about the varying sizes, weights and quantities of cases/boxes that are delivered to storage areas on pallets.)
- Highlight anything to do with checking the number of items on the pallet – ask learners how this is checked.
- Have a pile of equal-sized 'blocks' on the table and ask for pairs of volunteers to stack them in as many different ways as possible. Each time a way has been demonstrated, record it graphically on the board as two drawings: one showing the number of blocks forming the base and one that shows how many layers high it is, and then the calculation of base \times height.
- Ask learners which arrangements they think would be better and safer on a pallet.

- Label each drawing with 'ti' and 'hi' and explain that this is the way the number of cases on a pallet is calculated. (Make a strong link with 'hi' being short for 'high' to help learners remember which is which when asked to calculate the tihi of a pallet.)
- Stress the importance of checking the delivery against the delivery note to ensure that the tihi of the delivery matches the ordered tihi.

Focus page

- The focus page illustrates a tihi (the abbreviation for 'timarandum height') – the arrangement of cases/boxes on a pallet.
- It provides an explanation of the formula tihi: the number of cases/boxes in the TOP pallet layer multiplied by the number of layers.
- It introduces 'footprint' – the storage area required.
- It provides an opportunity to compare the footprints if a tihi is transferred or reversed and to discuss implications for storage or safety.
- Re-emphasise that in warehousing, ti and hi are *not* transferable. A pallet load with a tihi of 6×8 is not the same as a pallet load with a tihi of 8×6 (even though the number of boxes/cases is the same).
- Explain that multiplication is commutative (i.e. $6 \times 8 = 8 \times 6 = 48$). This means that $ti \times hi = hi \times ti$ when calculating the number of cases/boxes on the pallet *but it is vital to consider the difference in footprints*.

Curric. refs

N1/E2.5
N1/E3.1
N1/E3.4
MSS2/E3.1

NOS/NVQ

Key Skills

Task 1

Calculate the tihi and quantity on each pallet
N1/E3.1
N1/E3.4
MSS2/E3.1
N1/E2.5

- Ensure learners remember and identify ‘tihi’ – discuss ways to help them remember this (e.g. ‘hi’ is short for high – ti is the other one).
- Review the knowledge requirements for calculating: tihi and quantity. Explain that the purpose of this task is to calculate each of these for the three pallets.
- Ensure learners are confident with or have strategies for multiplying (e.g. a times table square).

If the learner has difficulty

- Demonstrate tihi with blocks, using a small number if necessary (e.g. ti = 4, hi = 3). Ask the learner to make as many tihi arrangements as possible with 12 blocks. Discuss how unstable an arrangement of 2 (ti) \times 6 (hi) or 1 \times 12 can be.
- To help the learner remember tihi, suggest that ‘hi’ sounds like high.
- Encourage and demonstrate equal addition (e.g. $4 \times 3 = 3 + 3 + 3 + 3$ – a layer of three, 4 times).

Extension

To further highlight the importance of using the most appropriate tihi for storage, ask learners to place different pallets on a storage plan.

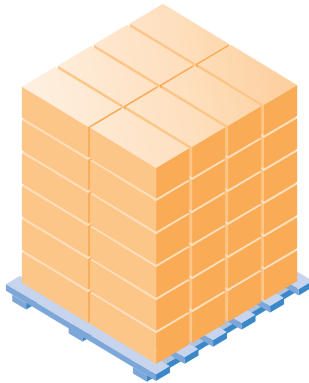
Theme assessment

Ask learners to find five different tihi for products in their place of work and record this to share with the group at the next session.

Checking in loads (3)

Focus

Ti and hi



tihi = 8×6
pallet quantity = 48

Tihi describes the arrangement of cases on a pallet.
 It stands for **ti**marandum **hi**eight or 'layers of' \times height.
 'ti' means the number of boxes or cases in a pallet layer.
 'hi' means the number of layers high on a pallet.

Example:

A **tihi** of 8×6 means 8 cases per layer; 6 layers high.

You can use the **tihi** to find the total number of cases on a pallet.

ti \times **hi** = **pallet quantity**

Example:

A **tihi** of 8×6 gives a total **pallet quantity** of **48 cases** ($8 \times 6 = 48$).

When pallets arrive, the **tihi** must be the same as on the delivery note.

Imagine this:

Pallet A = 120 cases with a tihi of 20×6

Pallet B = 120 cases identical to those on pallet A, but with a **tihi** of 6×20

Which **tihi** gives the taller pallet?

Which **tihi** gives the larger 'footprint'?

How many cases make this larger 'footprint'?

Distribution centre D5 Warehouse 15			
P.O. 384493202 DELIVERY NO. 77033			
QUANTITIES OUTSTANDING: Nothing to report			
CODE	PROD	QTY	TIHI
029550003040	NC Marinades - BBQ	120	Ti \times hi = 20×6
029550003884	NC Marinades - Frch	120	Ti \times hi = 20×6
029550003728	NC Marinades - Ital	120	Ti \times hi = 20×6

What problems might occur if a tihi of 6×20 is accepted when a tihi of 20×6 is on the delivery sheet?

Checking in loads (3)

Task

Task 1

Work out the **tihi** and **quantity** for each of these pallets.

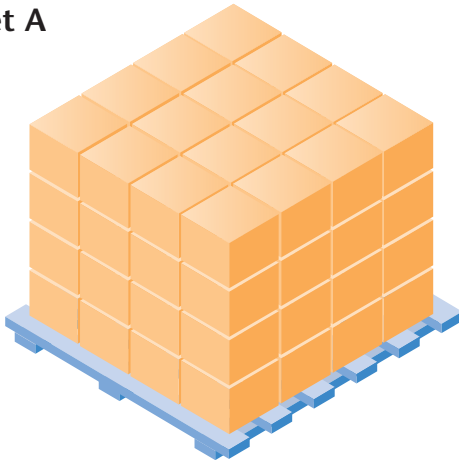
Remember!

ti = the number of boxes or cases in a layer

hi = the number of layers high on a pallet

quantity = $ti \times hi$

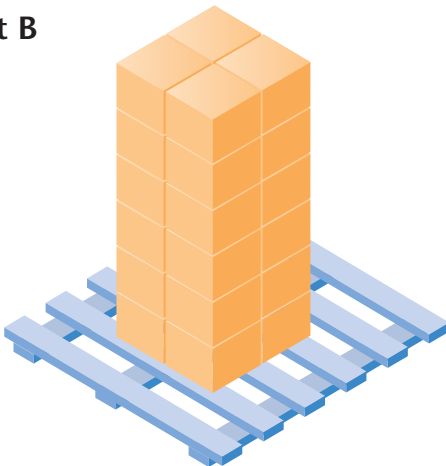
Pallet A



Tihi = _____ \times _____

Quantity = _____ cases/boxes

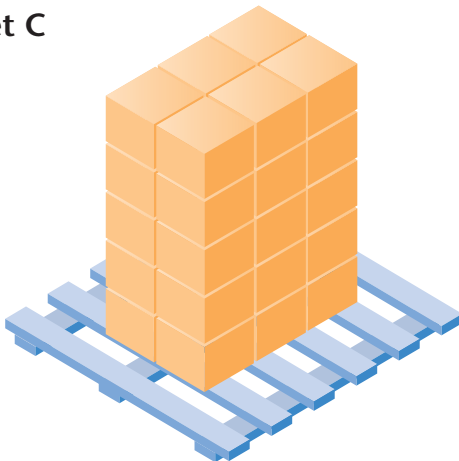
Pallet B



Tihi = _____ \times _____

Quantity = _____ cases/boxes

Pallet C



Tihi = _____ \times _____

Quantity = _____ cases/boxes

PAGES 1:9–1:10

Checking in loads (4)

Occupational setting

Checking the quality of goods before unloading them for storage ensures that the items are in an acceptable condition to go out to the customer. Quality control is about making sure products are kept up to standard and meet requirements. The focus page concentrates on listening for key points about quality checks from spoken information.

Materials

Damaged gift item

Audio equipment

Learning outcomes

- 1 To listen for key details about quality checks (focus page, Task 1)
- 2 To use methods for noting and remembering information about quality checks (focus page, Tasks 2 and 3)
- 3 To recognise the difference between key details and details dependent on prevailing conditions (focus page, Task 3)

Introduction

- Show learners a damaged item and ask if they would buy it as a gift for a friend? Why not?
- Explain that customers expect goods for sale to be of a certain quality and condition. It is the warehouse workers' responsibility to make sure the correct goods come off the lorry in a suitable condition. This means carrying out quality checks, which are often given as spoken information.

Focus page 2

- Go through the first two sections about purpose and key details, using workplace examples such as manual lifting training. After telling learners two or three key pieces of information about manual handling (e.g. maximum weight, bending at the knees), ask questions: *What do you think were the most important pieces of information? Did anyone use a*

strategy to help themselves listen? (e.g. tried to visualise the actions being described; counted how many main points were made).

- Explain that some information includes conditional instructions or directions. Give an example. Make sure ESOL learners understand what is meant by the term 'conditional' and which part of the phrase is giving the condition (*if that happens, do this*). Ask learners to give examples of conditional phrases. (This relates to the third section on the focus page.)
- Explain that there are ways to help you remember key information: make a mental checklist and use a system of 'self-talk'– talking aloud through a mental checklist, using fingers to keep a tally if necessary (e.g. *There are five things I've got to remember – one, check the ambient temperature of the truck, two, check the between temperature of items with a probe, three, ...*).
- Learners think of any further examples they know or have made up in the past to help them remember things. Write these on the board/flipchart. Encourage learners to copy down any good strategies that come out of the discussion.
- Explain to learners that they are going to listen to someone talking about quality checks and they are going to pick out the four checks. Play the audio clip through for learners to get the gist. Make sure learners understand the vocabulary used, for example, 'quantity' and 'quality'. Encourage learners to ask for information about unfamiliar words.
- Play the clip again and encourage learners to call out key description words or statements and write them on the board (e.g. damaged, incorrect, quantity, unlisted). Give learners examples of description words that they might hear. Highlight the word 'don't' as an important word to listen out for and how imperatives mark key information.
- Play the audio clip again, telling learners to listen in particular for the conditional word 'if'. Discuss the instruction and write 'if' on the board/flipchart in order to see what the condition is and what instruction to follow *in that circumstance*.

- Point out the final box on the focus page about asking for help if you are unsure.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1 Wt/E3.1	B3.2	

Task 1 3

Listen for information about quality checks
SLlr/L1.1
Wt/E3.1

- Explain to learners that they are going to listen to a short audio clip. Remind them that in real life, they would be able to stop the speaker, ask questions and confirm understanding.
- Play the audio through once for learners to get the gist.
- Point out the tip. Check that learners know what sort of words they are looking for.
- Play the audio clip again, and a third time if necessary for learners to confirm their answers.

If the learner has difficulty

- The language could be a problem for some learners. If necessary, read the script aloud, allowing pauses for reflection and direct questioning.
- The 'double-edged' element of this task (i.e. listening and writing at the same time) might be difficult for some learners. Try doing the task in pairs, so that one is concentrating on listening and the other on writing down the words.

Extension

In pairs, ask one learner to give the other a verbal checklist relating to something done at work (e.g. safety checks, machine checks, personal security checks). The other learner makes a note of the key checks. Learners can then swap roles.

Task 2

Organise notes about quality checks to aid memory
Wt/E3.1

- Check learners have isolated the four key words for Task 1.
- Guide them by doing the first one: *My mental checklist will start with number 1. Check for broken items; Number 2 is ..., etc.*

- Show learners how to make a mnemonic by using the first letters from the words to make **bust: broken, unsafe, split, temperature**. Note: use mnemonics sparingly – overuse can produce memory overload for some learners, particularly dyslexic learners, who will struggle to remember the mnemonic that was to help them remember the original information! ESOL learners will probably become confused by this additional language burden. It might be better to give these learners the first letter of the four words they are listening for (not necessarily as a mnemonic) to help them focus on the key things. Note also that some learners' 'memory shelf' might not hold more than three things. In this case, it might be better to listen for two then another two key things rather than all four at once.
- Summarise the task by reminding learners that they will find it helpful to reduce checks and instructions to a numbered list and to know at the beginning of a quality check that they have to look for a certain number of things. These things should be logical and sequenced if possible (liken it to an MOT check). Memory is also dependent on how much importance is given to the information in the first place – how 'memorable' it was made – and on the number of times the information is recalled. Repetition is a powerful aid to memory.

If the learner has difficulty

Check the key words selected for Task 1. Listen to the audio clip together and, if necessary, act as scribe, stopping and starting the audio clip to allow the learner to listen to small chunks at a time.

Extension

Ask learners to discuss other ways that people might remember these checks. They can report their ideas back to the rest of the learners.

Task 3 3

Listen for conditional points about quality checks
SLlr/L1.1
Wt/E3.1

- Explain to learners that are going to listen to the same audio clip again but this time to concentrate on just the conditional checks.
- Play the audio clip through for learners to find out which part they need to focus on.

- Check that learners heard the word ‘if’ at least once.
- Play the audio clip as many times as necessary. This task requires more writing and so learners may need to hear the clip several times to ensure they have got all the information down.

If the learner has difficulty

- As before, the language could be a problem for some learners. If necessary, read the script aloud, asking learners to say ‘stop’ when they hear the key word ‘if’.
- Once the correct part is picked out, read out or play just the key section, which starts ‘If a pallet is broken or likely to break ...’.
- To reduce the ‘load’ (i.e. listening and writing at the same time), suggest the learner works with a partner – one listening and one writing.
- Check the learner has understood what they heard by asking questions (e.g. *When would you check the date on the box label?*). This should help the learner to focus on the key part.

Extension

Ask learners to discuss the meaning of the following sentences from the instructions. They can put the sentences into their own words and look up any unfamiliar words. They will also need to listen to the audio clip again.

- These might have been loaded incorrectly the other end or it might have happened during transit.
- If a pallet is broken or likely to break, you can handball the items.

Theme assessment

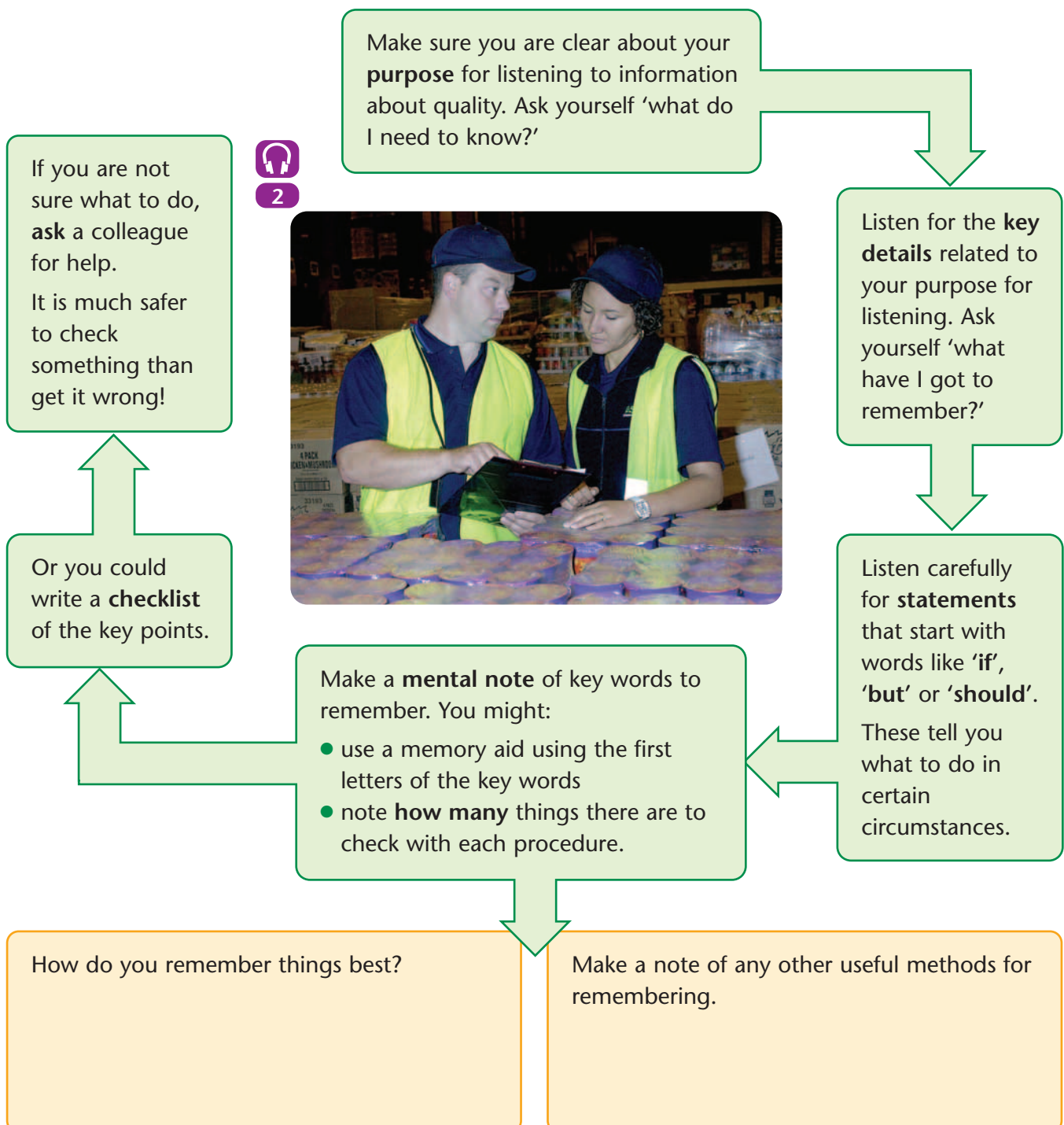
Ask learners to find three examples of checks from their own workplace that are conditional. These can be spoken or written. Learners should report these examples back to the rest of the group.

Checking in loads (4)

Focus

Quality

Before goods received at the warehouse are unloaded or accepted for storage, they need to be checked to make sure they meet certain conditions. This is known as quality control. The conditions required will be explained to you so that you can maintain the quality of the goods.



Checking in loads (4)

Task



Task 1

3

Listen to the supervisor giving further information about quality checks.

Make a list of the key words.

Key words

Task 2

With a partner, discuss and write the key words as a checklist.

Checklist



Task 3

3

Listen to the information again. Write down the two checks that only have to be done in particular circumstances.



Tip

Listen for statements like:

- we check ...
- we have to ...

These are clues that things you **must do** are going to follow.

Tip

Count how many checks have to be done and number them in a list.

Tip

Listen for the key word 'if'.

PAGES 1:11–1:12

Pre-shift checks

Occupational setting

Machinery is used extensively in warehouse and storage. It is important that anyone using machinery carries out a series of checks before use. This is particularly important in situations in which a number of people use the same machines. Larger companies and organisations may have a system of checks and a maintenance department that will deal with reported defects. However, individuals working alone or in small teams may be entirely responsible for checking and maintaining their machines. Learners should be able to follow a checklist in order to complete all the necessary checks. This may mean using either a preset format like the one shown on the focus page or the list from an operator manual. This theme may be used to support learners who are working towards their forklift certificate (NPTC Certificate of Competence in Forklift Operations Unit 1 Pre-use Safety).

Materials

Pre-shift checklist from the Source material (0:01)

Operator manuals

Machinery if available

Audio equipment

Learning outcomes

- 1 To understand and locate information presented in a table (focus page, Tasks 1 and 2)
- 2 To complete a form in table format (focus page, Task 2)

Introduction

- Give learners the scenario of using a machine with which they are not familiar, without checking it first. The brakes are faulty and there is an accident in the warehouse. No-one is hurt but a load is spilt and work is held up while it is cleared. Whose responsibility is it?
- Learners must be aware that they are responsible for both their own health and safety and the health and safety of others, including colleagues and the public. They

cannot assume that machines are in good order. They have to complete pre-start checks.

- Ask learners to find the pre-start checks in their own truck manuals. These may vary from simple checks for smaller machinery to extensive checks, depending on the size and complexity of the equipment.

Focus page

- Go through the example on the focus page. Ask learners to read through the notice 'To all staff', and ask some direct questions about the instructions given here. How many things are in the A4 folder? What are they? Who should complete this form? How often should it be completed? What do you think the DO NOT USE notice is for? Why shouldn't the folder be removed from the vehicle? What type of vehicles may this be applicable to?
- Ask learners if they have come across similar checklists or forms at work. Go through the format, making sure learners are confident with the tabular layout of rows and columns. It is important that learners understand the need to complete all checks. The key to this is tracking down the left-hand column and completing each check in order. They must also track across to fill in the box for the correct day. It is important that they *always* make an entry. Check the Day column to make sure that each box is filled in.
- Discuss how to use scanning skills to locate information quickly. This relies on looking for key words (e.g. if you need to find out if there have been other problems with the brakes recently, you need to search for the word 'brakes').
- As you go through the table, discuss with learners what might be involved with each check. What will they be looking for?
- Check that learners are familiar with the abbreviations and technical language on the form.
- Give learners the Pre-shift checklist from the Source material and set some scenarios to complete on the form, for example,

It's Thursday. Clock hours are ... Engine oil level is low ... Left-hand indicator is faulty. Show where the information would be written or get learners to decide where it should be written. (You could show a copy of the form on an OHP.)

- You may need to discuss what is meant by 'clock hours' and how this is used to calculate how long the machine has been in use. Note: question 3 in Task 1 requires calculation of clock hours.
- Discuss with learners what action should be taken if defects are found. How should this be recorded? With so little space on a form, they need to be brief and to the point. There may be a defect form that operatives have to complete.
- Discuss clarification questions that may be asked as the form is completed.
- Note: a labelled diagram from a manual could be used as support for all learners, helping them to picture the sort of equipment being checked and understand some of the language.

Curric. refs	NOS/NVQ	Key Skills
HD1/L1.1	E10.1 p3	C1.1
HD1/L1.2	E11.4	
Rt/E3.7	B5.2	
Rt/L1.4		
SLlr/L1.2		
Wt/L1.2		
N1/L1.3		

Task 1

Extract information from the pre-shift checklist on the focus page

HD1/L1.1

Rt/E3.7

- Direct learners to the partially completed form on the focus page and the discussion that you have had around this.
- Remind them how to find the correct box by moving down the checks and across to the correct day.
- Check that they understand the True/False style of question. They could do this work in pairs then discuss how they arrived at the answers.

If the learner has difficulty

- Assist learners who are having difficulty using the tabular format.

- Learners who have problems with visual tracking skills will have difficulty keeping their place in rows and columns on a table. Use a ruler or piece of paper to help with this. An L- or reversed-L-shaped card can help with tracking.
- Some learners may have problems with the scanning skills required to answer these questions and may need support to decide what key words to look for.
- Make sure learners understand the abbreviations for the days of the week.
- Make sure learners understand what they have to do to find the clock hours in question 3.
- Put the statements on cards for learners to separate into piles of true and false statements.

Extension

Ask learners to look up the faults highlighted in this task in a forklift truck manual. What is the most common cause of juddering on the lift operation?

Task 2 4

Listen to a person completing the checklist and use the form to record the findings

Rt/L1.4

SLlr/L1.2

Wt/L1.2

HD1/L1.1

- Remind learners that the best way to ensure all checks are completed is to go through the sheet in a systematic way, marking each part of the form as they go.
- Explain the task. Point out that this person is checking through each item on the list as if working with a partner (the learner) who is filling in the form.
- Play the audio clip through for gist, then explain the key technical vocabulary such as 'masts', 'chains', 'tension', 'crank it up' and the colloquial language such as 'a bit of a judder' to make sure learners understand what they hear.
- Play the whole clip through again so that learners can follow down the form, ticking off each section that is referred to as it is mentioned. Is anything missed out?
- Play the audio clip a third time. Encourage learners to tick off the things that are OK.

- Play the audio clip once more and ask learners to complete the items that need more information. Point out that spelling is not important for this task.

If the learner has difficulty

- Some learners will have difficulty listening and completing the form. Suggest that they just listen the first time. Discuss what has been found on the machine, what was OK and what was wrong.
- Ask different groups of learners to listen out for different things and complete just that section of the form.
- Provide partially completed forms for learners to complete.
- Support learners during the second playing of the audio clip in ticking each item with a pencil. It may be easier at this stage to work their way down the left-hand column. They can then transfer the information into the column for Monday.
- As they listen for a third time, ask them to just mark the checks where something was wrong. The details can be completed afterwards.
- If appropriate, read out the audio script slowly.
- Check any difficulties that ESOL and other learners may have with understanding technical words or colloquial expressions. You may need to explain these words/expressions in context.
- Use a highlighter pen to indicate the correct row/column for specific pieces of information.

Extension

- Discuss in pairs other common faults or defects that learners may encounter with each of these checks. Draw on their own experience with machinery and equipment. It would be useful to make a list of the most common faults (the top three) found under each heading.
- Discuss other ways in which learners can ensure all checks are completed if they have no checklist (e.g. working from top to bottom or front to back of the vehicle). Stress the importance of establishing a routine for checks.

Theme assessment

- Observe learners completing a pre-shift check on a machine in the training setting. Practical application of this task is critical.
- When assessing learners in the workplace, check that they complete pre-shift checks in a systematic way.

Pre-shift checks

Focus

All operator manuals will have a list of pre-start or daily checks. Some firms will also have a checklist that you must complete every time you use the machine.

Make sure you **know what you have to do**.

Use a **step-by-step approach**.

The best way to tackle a checklist like this is to start at the top and work your way down.

Electric forklift truck pre-operational checks

Every forklift truck will have a folder in the cab. This contains pre-shift checklists, a DO NOT USE sign and an instruction sheet.

It is the responsibility of the driver to complete a pre-shift checklist daily. Each vehicle will also be checked weekly by the maintenance department.

The folder **MUST NOT** be removed from the vehicle.

Failure to complete pre-shift checks will be considered a breach of Health and Safety Regulations.

Pre-shift checklist				
Vehicle no: 34	Week no: 15			
Item to be checked	Sat	Sun	Mon	T
1. Clock hours	1543	1551	1556	
2. Mast and chains, links, anchoring points	✓	✓	✓	
3. Forks	✓	✓	✓	
4. Wheels and wheel nuts	✓	✓	✓	
5. Back rest for cracks, etc.	✓	✓	✓	
6. Orange flashing light	✓	✓	✓	
7. Brakes and handbrake – check for efficient operation, excessive slackness	✓	✓	✓	
8. Hydraulics – control levers, hydraulic fluid leaks	✓	✓	✓	
9. Lift operations – raise, lower and tilt	✓	✓	✗	
10. Foot controls – accelerator, clutch and brake	✓	✓		
11. Check all instruments – indicators, brake lights, horn, headlights, reversing alarm	✓	✓		
12. Monitor – OK is displayed	✓	✓		
Initials	JKL	TG		

✓ = satisfactory ✗ = fault (please specify below)

9. judders on lowering from height – check oil levels?

Do not drive a vehicle if you have any concerns about its safety.

Track down the checklist, stopping to complete each check.

Track across to the right day to complete the box.

For example, you are now on Check 9 for Monday and there's a problem.

There isn't room here to describe the fault. Use the space at the bottom of the form.

Writing must be clear and simple.

Put full details in a defect reporting form.

Make sure you are familiar with any **technical words** or **abbreviations** on the checklist.

If you need to find information in the checklist, use **scanning** skills to find it.

You will be trained to carry out these checks. Use the operator manual for more information.

Pre-shift checks

Task

Task 1

Use the Pre-shift checklist on the focus page to see what has been checked.

- | | |
|--|--------------|
| 1 The machine was used on Saturday, Sunday and Monday. | True / False |
| 2 The operator on Sunday completed all the checks. | True / False |
| 3 The machine worked for 7 hours on Saturday. | True / False |
| 4 The lift operation was faulty on Monday. | True / False |
| 5 The lift mechanism was juddering when raised. | True / False |



4

Task 2

Listen to this operator working his way through the checklist on Monday morning. Use the Pre-shift checklist from the Source material to tick off everything that is OK and record any faults he finds.



PAGES 1:13–1:14

Using machinery

Occupational setting

As part of the forklift truck certificate training, learners will have to demonstrate de-rating (adjusting maximum weight capacity to take account of large loads). In order to calculate for de-rating, learners will need an understanding of the physics behind forklift trucks, such as centre of gravity and levers. They will also need to know metric measures of weight and length and be able to calculate 10% reduction. It is assumed that learners will have some vocational knowledge of forklift trucks for this theme. This theme may be used to support learners who are working towards their forklift truck certificate (NPTC Certificate of Competence in Forklift Operations Unit 2).

Materials

Forklift truck manuals

Forklift truck stability information from Source material (0:02)

Equipment for counterbalance activities – rulers, rubbers, weights, wooden blocks, cups, etc.

Examples of capacity plates on different forklift trucks or on OHTs

Forklift truck or a model to demonstrate loading and stability

Learning outcomes

- 1 To understand the need to adjust load capacity according to weight, size and height of load (focus page, Task 1)
- 2 To confirm underpinning skills of measurement (focus page, Task 1)
- 3 To confirm underpinning skills of simple percentage (focus page)

Introduction

- Discuss with the group the principles of counter balance. Give examples, such as seesaws or, if appropriate for the group, get them to carry out some counter-balance exercises in pairs – these can be physical games or problem-solving, using equipment such as

rulers, cups and everyday objects. This will reinforce their understanding of the need for loads to be balanced.

- Ask learners what will affect the safety and stability of a forklift truck. Direct them to the Forklift truck stability information in the Source material for additional help if they need it. Some learners, including ESOL learners, will need to go through this information in detail, as the non-technical vocabulary could cause difficulties (e.g. 'sharp', 'slope', uneven). It would help all learners to explain or demonstrate the information.
- Factors that affect the safety and stability include turning too fast, load off-centre, carrying wide or uneven loads, sudden stops, extended load centre, boom over extended, over loaded ... (ideas are listed on the focus page). List these on the board/flipchart. These can be divided into two categories: longitudinal (end-to-end) instability and lateral (side-to-side) instability.
- Check learners' understanding of 'load centre' (centre of gravity). Make sure learners are able to calculate this using millimetres. Ensure learners are familiar with metres and millimetres and the relationship between the two. Give some conversion activities using lift heights: How many millimetres in 3 metres? How many millimetres in 3.2 metres? If pallets or sample loads are available, get learners to measure them and work out load centre.
- Check and practise learners' understanding of metric weights and equivalents. Ensure that learners are familiar with tonnes and kilograms and the relationship between the two. Give some conversion problems using lift weights: *How many kilograms in 3 tonnes? How many kilograms in 2.8 tonnes? What is 1500 kg in tonnes?*

Focus page

- Explain to learners about the capacity plate and show examples on different forklift trucks if available or show examples on OHTs. Look at the example on the focus page. Point out that load capacities vary from truck to truck and

will be less for trucks that are lifting to heights above 3 metres. It is vital that each driver works to the capacity of their individual truck.

- Find out from learners what they understand about de-rating and why this calculation may be needed. Go through the example on the page and explain the principles. This is best demonstrated using a truck or model of a truck, to show how moving the load centre further out along the forks will affect the stability of the truck. Go through the formula for de-rating and give learners different scenarios to work through. Make sure learners understand that a formula is a standard method for working out a problem and that you use the numbers according to the particular scenario.
- Note: some manuals and training guides may have a table or chart giving de-rated capacities. Make sure learners can use these effectively. Use the charts to check the answers to given scenarios.
- Learners who have difficulty with percentages can be shown strategies to work out 10%. Encourage learners to try a range of strategies to find a method that suits them.
- Ask learners to think again about all the variables that will affect stability and add these to the list on the focus page. Again, learners can use manuals if available.
- Some learners will prefer to use calculators for the calculations. If they are making errors, check to see that they are reading and entering numerical information correctly.
- ESOL learners might need support with the language of calculation, for example, height, weight, length, capacity.

Curric. refs	NOS/NVQ	Key Skills
MSS1/L1.4	E10.2	N1.1
MSS1/L1.6		N1.2
N1/L2.4		
N2/L1.11		
N2/L1.10		

Task 1

Calculate the load capacity of a forklift truck using information given

MSS1/L1.4

MSS1/L1.6

N2/L1.2

N1/L2.4

N2/L1.11

N2/L1.10

- Remind learners about the formula for de-rating a truck and the information they will find on the capacity plate.
- Check that learners are clear about the principles of de-rating. (If the load centre is greater than that specified on the capacity plate, they need to adjust the maximum weight that can be lifted.)

If the learner has difficulty

- Some learners will not have the required measure or calculation skills to complete the task. In this case, revise the skills or offer additional support to improve these skills. Refer to the *Skills for Life* materials as appropriate.
- Some learners may not understand the principles behind the calculation and may not be able to see the need to adjust the load capacity. This is best demonstrated on a real truck or with a model so that they can see the danger of tipping if the same load is further along the forks.
- Some learners may need to be taught a systematic method of working through the calculation using the steps shown on the page. Some might be able to do the calculation but may need help with the language. Check whether the language is causing problems and explain any terms used such as 'capacity'.

Extension

Ask learners to give each other scenarios as a short quiz.

Theme assessment

Observe learners de-rating a truck in the training setting. Practical application of this task is critical. When assessing learners in the workplace, check that they complete de-rating correctly on several occasions.

Using machinery

Focus

This capacity plate tells you that the truck can safely lift a standard pallet weighing no more than 1800 kg up to a height of just over 7 metres.

If the pallet is bigger, the **load centre** will be different and the safe capacity will be reduced or de-rated.

Serial-Nr. 91013870			
H[mm]	1350	1350	1200
O[kg]	1650	1650	1460
D[mm]	500	600	700

The **capacity** of a truck is the maximum load it can handle.

A **capacity plate** on a forklift truck lists the capacity of the truck in terms of height, weight and load centre.

De-rating

You can't lift a 1200 mm pallet weighing 3000 kg in the same way as you can lift a 1000 mm pallet also weighing 3000 kg. The maximum weight must be adjusted otherwise the truck will tip.



For every extra 100 mm added to the load centre you must take 10% off the maximum weight that can be lifted to the same height.

For example:

The load centre for a 1200 mm pallet is **600 mm**.

This is **100 mm** more than 500 mm.

You must take **10%** off the maximum load to keep the load stable:

$$10\% \text{ of } 3000 \text{ kg} = 300 \text{ kg}$$

Take this off the maximum load shown on the capacity plate:

$$3000 \text{ kg} - 300 \text{ kg} = 2700 \text{ kg}$$

Maximum load is now 2700 kg.

In reality many other factors affect the lift capacity of a forklift truck:

- size of load or pallet
- weight of load
- height of lift
- length of forks (tines)
- weight distribution of load.

Can you think of any other things that will affect the capacity of a forklift truck?

To work out de-rates it helps to know:

- 1000 mm = 1 metre
- 1000 kg = 1 tonne
- how to work out 10%
- some basic facts about levers and centre of gravity.

Tip

Work out 10% by dividing by 10:
 $2800 \text{ kg} \div 10 = 280 \text{ kg}$
 With round numbers like this one you just knock off the last zero:

$$2800 \div 10 = 280$$

Using machinery

Task

Task 1

Use the capacity information to answer the questions.

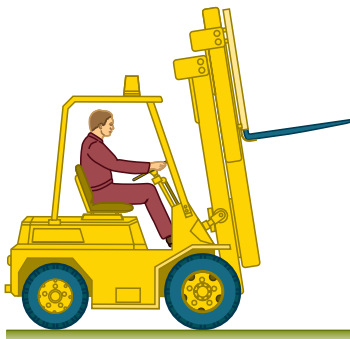
- 1 What is the load capacity for this forklift truck if the pallet is 1200 mm square?



Truck

Capacity (Q)	Load centre (D)	Height (H)
2600 kg	500 mm	3000 mm

- 2 What is the load capacity of this truck when lifting a pallet with a load centre of 700 mm to a height of 5 metres?



Truck

Capacity (Q)	Load centre (D)	Height (H)
2600 kg	500 mm	3000 mm

Triplex mast

Capacity (Q)	Load centre (D)	Height (H)
1800 kg	500 mm	5500 mm

- 3 Decide if it is safe to lift the following loads with the forklift truck described below.
- standard pallet weighing 3.2 tonnes to 2.8 metres
 - 1.4 × 1.4 metre crate weighing 2800 kg
 - standard pallet weighing 1.5 tonnes to 5 metres



Truck

Capacity (Q)	Load centre (D)	Height (H)
3000 kg	500 mm	3200 mm

Triplex mast

Capacity (Q)	Load centre (D)	Height (H)
1600 kg	500 mm	5500 mm

Tips

Ask yourself these questions:

- What is the load centre for this pallet?
- Is it different to the recommended load centre?
- What is the difference (in mm)?
- What is the formula for working out the de-rate?

Tip

A standard pallet is 1000 mm × 1200 mm.

PAGES 1:15–1:16

Putting goods into storage

Occupational setting

Putting goods into the correct storage area within a warehouse is an essential part of the work. It requires accurate use of the different types of storage. This entails knowledge and understanding of instructions and directions with their codes and symbols.

Materials

A range of symbols and warehouse vocabulary
Samples of floor plans

Learning outcomes

- 1 To use a floor plan to locate specific warehouse storage areas (focus page, Tasks 1 and 2)
- 2 To use the key to identify appropriate symbols (focus page, Task 2)
- 3 To use the codes for guidance to specific locations in the warehouse (focus page, Task 1)

Introduction

- Discuss the content of a warehouse that learners are familiar with. Can they describe the separate sections? Have they noticed different methods of presenting information/guidance? The discussion should encourage some ideas about layout, instructions, guidelines, etc.
- To establish learners' understanding of plans and positional language, organise the group to work in pairs with a piece of A4 paper and to roughly draw and place 'things' on the paper in 2D/plan form as you call them out. For example: *Draw a square in the middle of the page. Draw a smaller square to the left of this middle square. In the top right-hand corner draw a circle and connect it using a path to another circle in the bottom right-hand corner. We have made a start to drawing a rough plan, so now draw a box on the bottom circle – this circle represents a table in our plan.* If the concept of what happens in a plan is in place, then you should see the box represented as another square or rectangle – a bird's eye view. If it is drawn showing sides, etc. then plans are not fully understood. More work

needs to be done on simple plans if this is the case – interpreting and drawing them to fix the concept. Check that ESOL learners have understood the vocabulary. If necessary, provide them with illustrated key positional vocabulary to help their understanding.

Focus page

- Introduce the floor plan on the focus page and guide learners to the different information shown.
- Ask learners to highlight the specialist words and to look these up in the glossary. Discuss the abbreviation of 'ADMIN' for administration – an abbreviation used in everyday speech as well. It is essential that learners are familiar with the name and purpose of each of the warehouse sections and how they compare with those in their familiar warehouse.
- Discuss the use of directional arrows and follow them around the warehouse plan. Ensure learners all follow the same route. List as many reasons as the group can suggest for why the arrows might be helpful. How many reasons might be linked to health and safety issues? The dyslexic learner may have directional difficulties (e.g. muddling left and right).
- Link the route around the warehouse to the codes – ask how these might be helpful (alphabetical order). Ensure learners understand that the codes are to guide them to the various storage locations in this particular warehouse.
- Look at the key – how does this help? Ensure learners understand that a key interprets/explains the symbols used in a plan. Discuss any keys/symbols at familiar warehouses.
- Can the group come up with any other situations where codes and keys are used? (e.g. library, stadium, theatre)
- Ask learners to imagine that they are looking down on the storage area of a familiar warehouse. Can they draw what they would see? Could they add a key, direction arrows or any codes? If this proves difficult then do this for the room you are currently using.

Curric. refs	NOS/NVQ	Key Skills
Rt/E2.2		
Rw/E3.1		
Rw/E3.3		
Rt/E3.3		
MSS2/E2.3		

Task 1

Identify and record specific warehouse locations
MSS2/E2.3
Rt/E3.3

- Explain that the tasks are based on the EP Distribution floor plan (the plan on this page is the same as the one on the focus page).
- Remind learners of the importance of reading codes accurately.

If the learner has difficulty

- There is a lot of information on the focus page. Try to ascertain through observation where learners' specific difficulties lie.
 - Is he/she able to relate the floor plan to a real warehouse? (i.e. can a 3D area be visualised from the 2D plan?)
 - Check that the learner is able to read the location vocabulary and understands its meaning.
 - If reading the questions is a difficulty, it might be helpful to remove distracting print by covering all questions except the one being worked on. Read together and underline the key words and those which need responding to. (Additional support with reading may be required.)
 - Check with the learner which signs/symbols are known.
 - Is the learner able to follow the directional arrows and is he/she confident with such basics as left and right? (This may be a problem for the dyslexic learner.) This can be made easier by turning the plan around so that the arrows are always pointing forward.
 - Look for the system/logic in the letters and numbers sequences. Practise/simulate standing in an aisle and seeing 01 and 02 on each side of you – this is often the case with house numbers on residential streets. By following the arrows, numbers 01 and 02 will always be at the start end of an aisle.

Extension

Ask learners to draw a basic floor plan of their familiar warehouse to show how the storage space is arranged – see extension for Task 2.

Task 2

Identify codes and symbols

Rt/E2.2

Rw/E3.1

- This task is also based on the EP Distribution floor plan shown on the focus page.
- Encourage learners to read the task carefully.

If the learner has difficulty

Is the learner reading the task requirements accurately? If reading is a problem, additional support may be required.

Extension

Ask the learner to add codes, direction arrows and keys to their floor plan. Tasks could be compiled to be used by group members – see extension for Task 1.

Theme assessment

- Ask learners to give someone directions using their own warehouse floor plan, including landmarks and the key, for example, 'turn right at the fire exit'.
- Learners can also set questions for other learners based on their plan. For example, they could put a cross on the plan and then use questions based around this position, for example, 'If you are standing here, which is the quickest way to get to ...?' (Some learners may need support with intonation and wording for the questions.)

Putting goods into storage

Focus

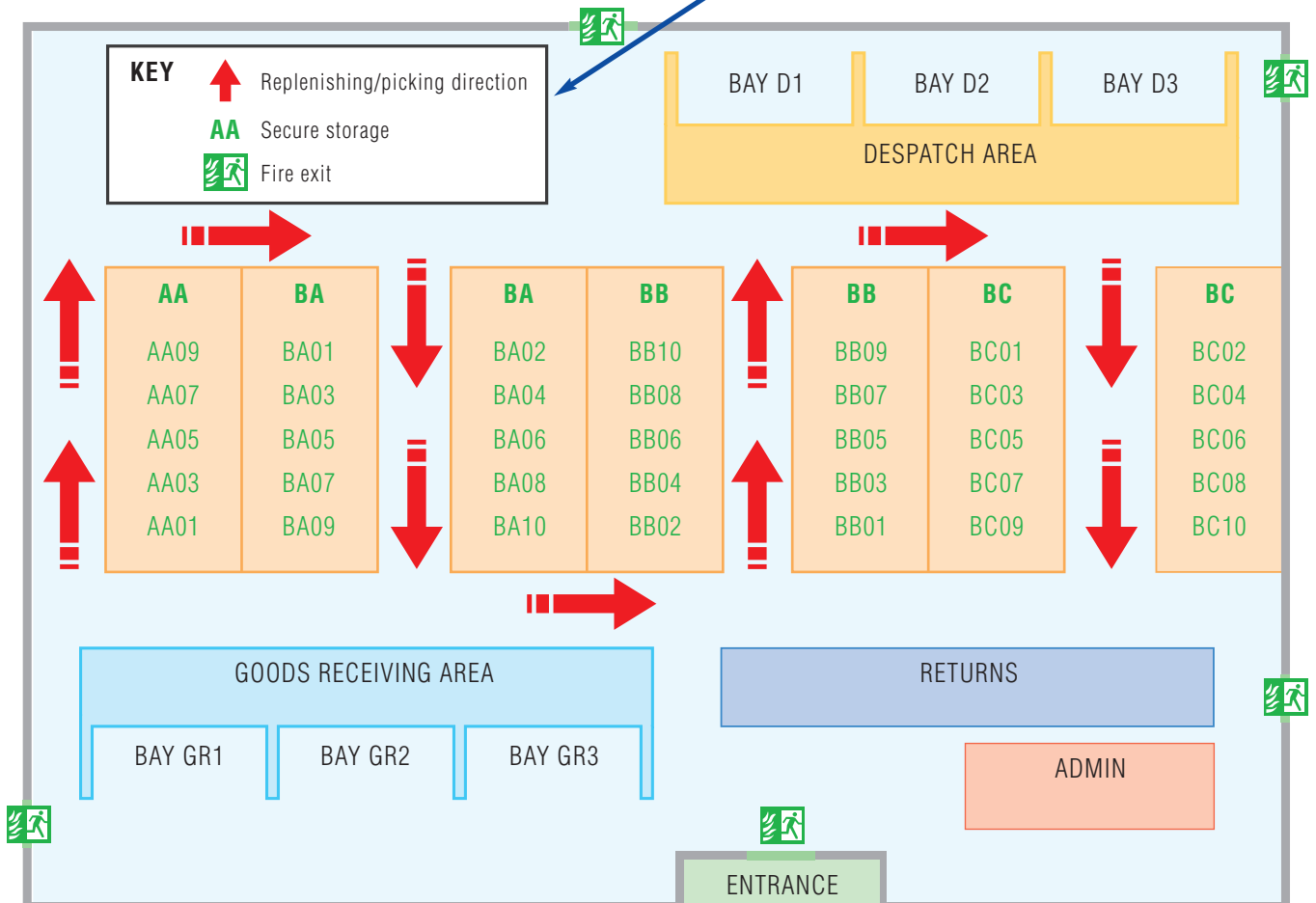
Finding the correct place to store goods in a warehouse can be tricky.

The first step is to find the **approximate storage location**. **Floor plans** are useful for this.

A **floor plan** gives a 'bird's-eye view' – as if you are looking from above.
It helps you to see the overall layout of a place.

The **key** gives information about symbols and codes used on the plan. Read this first – it will help you to understand the plan.

EP Distribution floor plan



Codes describe storage locations. Knowing how the codes are organised will help you to find your way around. In this depot:

- codes run from left to right in **alphabetical** order: AA, BA, BB, BC
- codes with **odd numbers** are always on your right-hand side as you replenish or pick stock
- codes with **even numbers** are always on your left-hand side.

Putting goods into storage

Task

Task 1

Use the floor plan for EP Distribution on the focus page to answer the following questions.

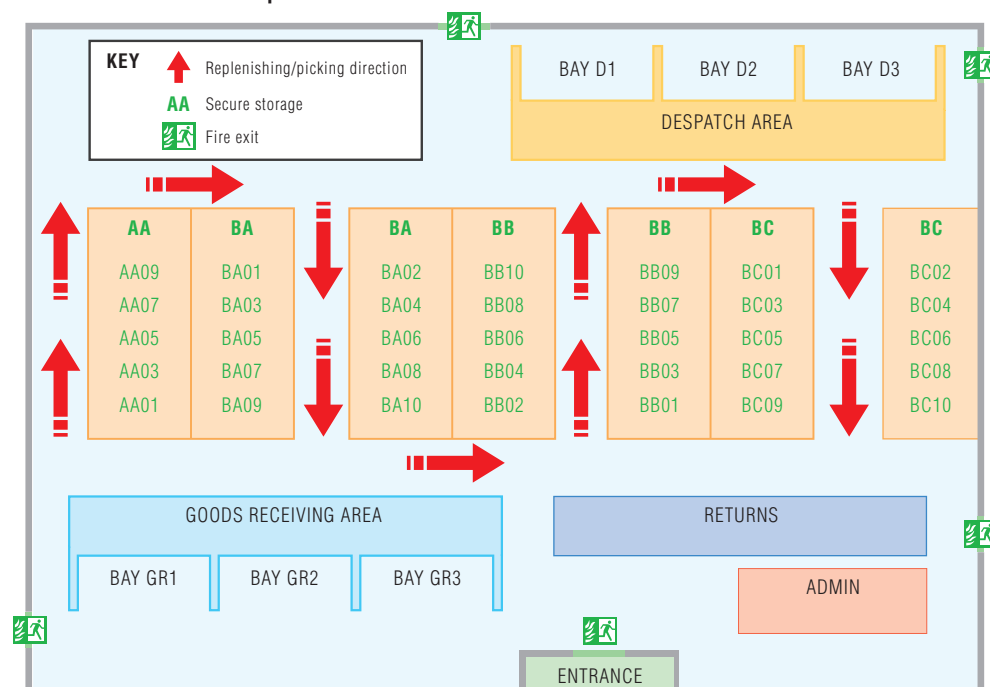
- 1 You have been sent to Bay GR2. Will you be receiving goods or despatching them?
- 2 You need to locate rack BA04. Will it be on your left or your right?
- 3 From rack BA04, you are called to Returns. Will you go past the despatch area?
- 4 You have been called to Bay D3. Will you be receiving goods or despatching them?
- 5 You need to locate rack BC03. Will it be on your left or your right?

Task 2

Draw circles around the following on this floor plan for EP Distribution:

- 1 the racks where goods are placed in secure storage
- 2 all the fire exits.

EP Distribution floor plan



PAGES 1:17–1:18

Putting goods into the correct locations

Occupational setting

Putting goods into the correct location within a warehouse storage area is essential to the smooth operation of any warehouse. This requires accurate reading of codes.

Materials

'Blanks' of storage bins (as in Tasks 1 and 2)

Learning outcomes

- 1 To read and record codes on goods for storage (focus page, Tasks 1 and 2)
- 2 To use the code information to locate storage position (focus page, Tasks 1 and 2)

Introduction

- Ask learners: *Why do we store things/put things away?* (So we don't live in chaos; to look after our things.) *Why is it important to store some things in the same place each time and when doesn't it matter?* (Storing in the same place means that we can find things quickly when we need them; we can see when we need to buy more of something, for example toilet rolls, eggs, etc. Things need not be stored when they are relatively short-lived, such as newspapers, magazines, bottles of beer.)
- Emphasise the importance of correct storage at work. Discuss the types of storage in warehouses. Encourage learners to consider those in the warehouses they are familiar with. Ask them again why warehouses are concerned with setting up and maintaining good storage systems. (Everyone must know where to find what they want for an order – a company cannot rely on a few who might remember where they put things! Failure to set up a good system will ultimately result in the company losing money through time wasting and frustration from workers.)
- Discuss the system for identifying the location of storage areas in their warehouse – this is likely to raise the issue of coded labels.
- Emphasise that one of the main reasons for correct storage is for easy location when removal of the goods is required.

Focus page

- Emphasise that the codes are designed to eliminate the chance of wrong positioning of goods. Codes need to be read carefully and a clear understanding of what the letters and digits represent in the warehouse storage system is needed.
- Explain that in warehousing, codes are a mix of letters and numbers – usually letters followed by numbers.
- The focus page illustrates how a code system can work. It reflects some of the subdivisions of warehouse storage. Ask learners to talk about the subdivisions in their warehouses.
- Look at the focus page together. Draw attention to the fact that in this warehouse the subdivisions within a storage area are: rack–shelf–position on shelf.
- Look at the illustration to identify the way that the codes represent the system of rack–shelf–position on shelf.
- Emphasise once again that checking codes may seem relatively easy but ask learners what they feel might be the pitfalls (codes all look similar so it is easy to become careless, particularly if tired or distracted; it is easy to get 'lost' in a long code). Give learners some tips that might help:
 - First look at the code to see how many letters or numbers it should have.
 - Split the code into smaller chunks (e.g. BA010101 can be checked as: rack BA01, shelf 010, position 1 on shelf).
 - Work through the code slowly, checking a few numbers or letters at a time.
 - Check the code a second time to make sure that you didn't make any mistakes – be particularly careful when you find lots of zeros together!
 - Use a line guide like a piece of paper or a ruler to help you keep your place if you have a long list of codes.
 - Say the code aloud as you check.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4		
N1/L1.1		

Task 1

Fill in missing codes on storage bins

N1/L1.1

- Remind learners of the strategies that can be used to check codes:
 - counting how many letters and digits are in the codes
 - ‘chunking’ into manageable bits
 - saying them aloud while checking
 - noting if any parts of the codes are the same (e.g. the codes on the task page all begin with BC02).
- If learners have to check codes against a delivery list, are the initial letters or digits the same? If they are, then only the remaining ones need close attention.
- Write BC02 (rack) code for each storage bin. Encourage learners to look for the logical approach to the next ‘chunks’ by carefully reading the information that is provided.

If the learner has difficulty

- Cover up all codes except the one to be worked on. This cuts down on visual distractions.
- Support the ‘chunking’ of smaller sections.
- Support the ‘matching’ of any sections of the codes that are the same.
- It is essential for the learner to find a method that helps; this may mean working on shorter codes initially.

Extension

The focus page uses BA01 as the ‘rack’ section of the code. The task page uses BC02. Ask learners to think of some more ‘rack’ codes and add on the ‘shelf’ and ‘position on shelf’ digits. You could write learners’ suggestions onto OHTs to encourage group discussion of logical coding.

Task 2

Locate appropriate storage positions using codes

N1/L1.1

Use the rack for Task 1. Encourage learners to look logically at the items, noting that the rack code is

the same for each. Remind them that it is now a case of ‘chunking’ the remaining digits.

If the learner has difficulty

- Check the learner can read and compare large numbers.
 - Write some codes (same letters, different numbers) randomly on a piece of paper and then write the same ones on small pieces of paper. Ask the learner to match the codes while you watch how he/she goes about it – are they using their finger or some other strategy to match ‘chunk’ to ‘chunk’? (It is good to use a strategy.) How quickly can they do it? (If they are very slow there may be some visual tracking problems.)
 - Ask the learner to find anything that the codes have in common and show them how to highlight these in the same colour, leaving just the end part of the code to think about.
 - Ask the learner to put the codes in order by size (e.g. 0101, 0104, 0108, 0109). If they have problems doing this they will need additional support.
 - It might help the learner to write the codes on sample storage bins and move them around the shelves until confident. Encourage dyslexic learners to adopt strategies for checking codes because of possible sequencing difficulties (e.g. 210 becomes 201) and poor tracking skills (e.g. 210 becomes 20).

Extension

Give learners a selection of codes taken from the warehouse. Ask them to find the items that have these codes and write down what they are.

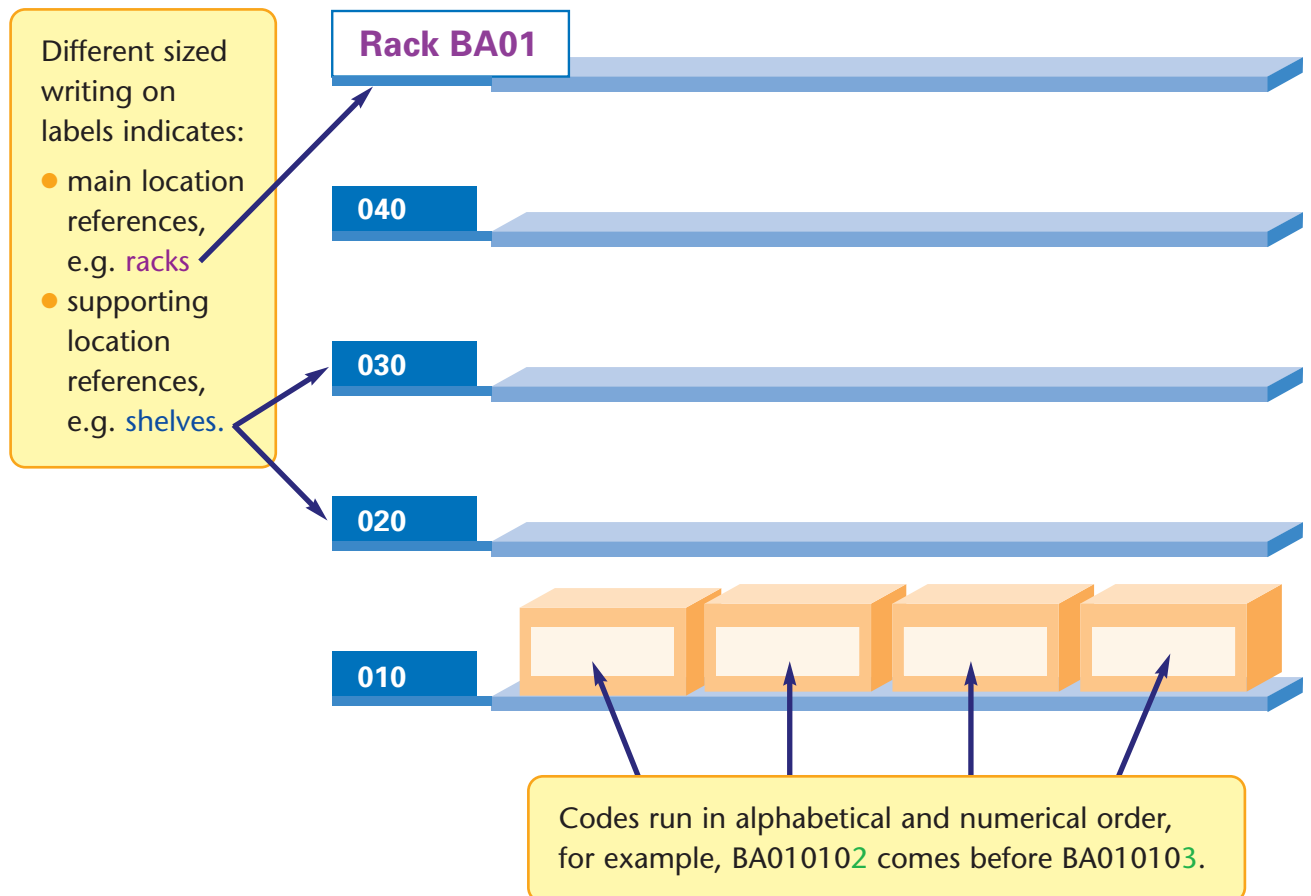
Theme assessment

- Ask learners to look for sample codes from their places of work and to identify what they represent.
- They should also practise writing them down.

Putting goods into the correct locations

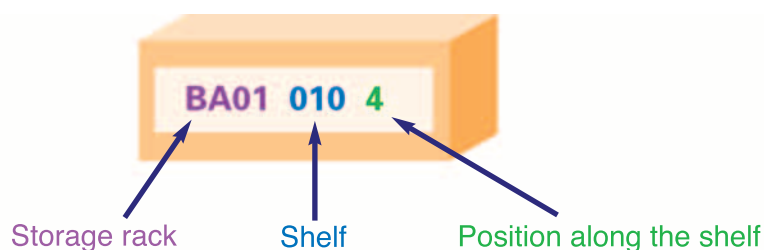
Focus

Storage racks are labelled to make it easier to locate stock.



Code numbers often have a specific meaning to help you to locate them quickly.

For example:



So **BA01 010 4** means rack BA01, Shelf 010, the 4th item from the left.

Using this system, where will you find BA010502?

Tip

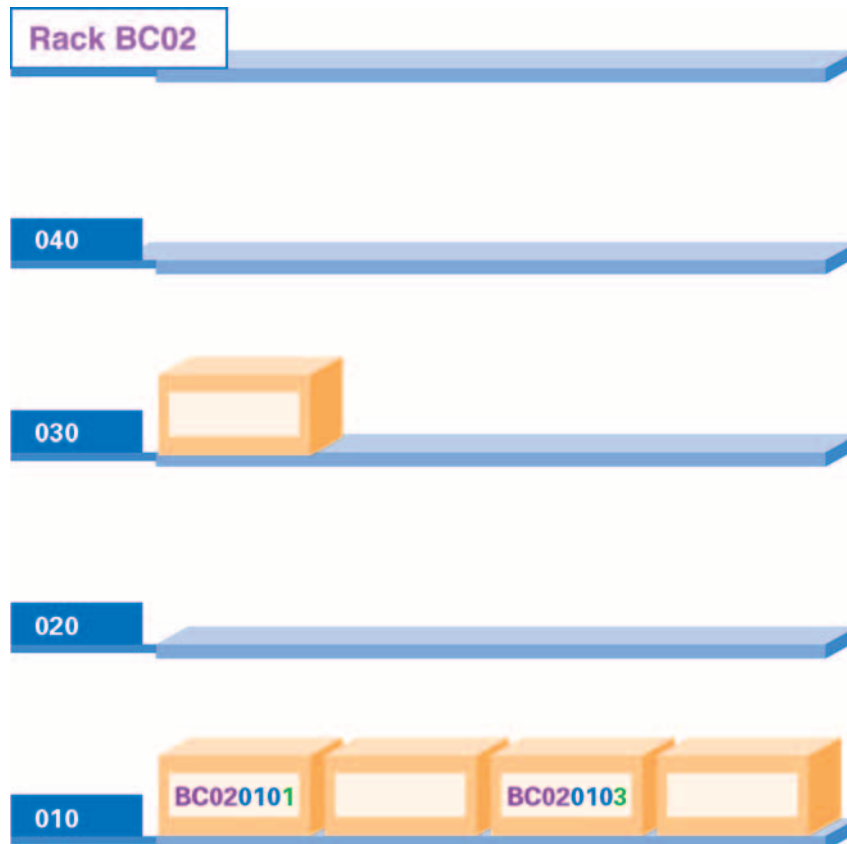
It helps if you split the code into smaller chunks: **BA01 050 2**.

Putting goods into the correct locations

Task

Task 1

Fill in the missing codes on the storage bins.



Tip

Think about the way the code is **organised** and then **follow the order** of letters or numbers.

For example, **BA010102** comes after **BA010101** but before **BA010103**.

Task 2

These items have just arrived at the depot. Where do they go on the storage rack?



PAGE 1:19–1:20

Storage requirements

Occupational setting

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

Materials

Temperature probe

Small cards showing a variety of temperatures

Storage labels

Examples of items that must be stored at different temperatures

Learning outcomes

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

Introduction

- Give each learner a card with a temperature on it – some with below zero – and ask them as a group to put the temperatures into order, hottest at the top of the table, coldest at the bottom.
- Put a green line at the zero point to show where the positive and negative temperatures begin.
- Ask the group what they notice about the numbers below zero (freezing point). (They have a minus sign; the number grows larger the colder it is.)

- Ask further questions: *If I have a product that has a maximum storage temperature of 5°C, where can it be stored? Use the cards on the table to tell me.*
- Ask each person in turn to name one produce item they work with that needs some temperature control and to say which of the temperatures on the table would be best for their item.

Focus page

- Make sure learners understand the language terms used such as 'frozen', 'chilled' and 'fresh' and any technical words or other unfamiliar words.
- Spend some time helping learners to familiarise themselves with the layout of the chart. *What time did the frozen goods come in? What temperature was the vehicle gauge when the chilled produce arrived? Did vehicle number BV403 deliver chilled or frozen produce?*
- Ask learners why vehicle delivery temperature checks are made – to ensure the safety of the food being delivered (public health/store liability).
- Show learners the temperature probe and ask if anyone has seen or used one. Pass it round and get each learner to take the temperature of something belonging to the person next to them (e.g. inside their bag, between the pages of their book, under their arm, their palm). Record each temperature on the board.
- To start learners calculating with temperature, ask questions like: *How many degrees different is that temperature from that one? If I have a product whose maximum storage temperature is 7°C and the reading on the probe is 10°C, how much more/less is that temperature?* (ESOL learners may need additional help with the words like maximum, more and less.)
- Ask learners to share how they perform the mental calculations and offer any alternative strategies not mentioned, such as counting on and counting back, subtraction, addition.

- Make sure learners understand the terms used for temperature readings. This includes technical words and words such as 'maximum', 'minus' and 'highest acceptable'. If learners do not understand the words, they will not be able to read the temperature.
- Focus particularly on temperatures below freezing. Pose scenarios: *If a product has a maximum temperature of –15 degrees, can it be stored at –14 degrees? Which is colder, –20 or –13 degrees?*
- Ask learners to work in pairs to answer the questions in the box and then get each pair to feed back their answers, with reasons.
- Discuss whether anything should be done about a vehicle that has a temperature of –14°C which is delivering produce that should have a maximum temperature of –15°C, as shown here. (A store manager will probably take a sensible decision that 1° is an acceptable tolerance level, but any more would not be.)

Curric. refs	NOS/NVQ	Key Skills
N1/L1.2 MSS1/E3.9	B3, H, I, J	

Task 1

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

MSS1/E3.9

N1/L1.2

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

If the learner has difficulty

- Check the first two lines of the check sheet together, modelling the checking process aloud for the learner to follow.

- Give the learner some cue cards with statements about what the error is and what action to take, for example: *The delivery should not have been rejected because the pack temperature was the same as the maximum temperature.* Action: *The staff should have more training.* (Refer to the answers for ideas.) The learner is now better enabled to make decisions. It may help to read the cue cards together.

Extension

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

Task 2

Read and compare temperatures from product labels for safe storage

MSS1/E3.9

N1/L1.2

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

If the learner has difficulty

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

Extension

Learners ask the store manager for examples of reasons for rejected items at the point of delivery to report back at the next session.

Theme assessment

Learners complete a daily temperature record for a delivery.

Storage requirements

Focus

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

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

Take a look at this vehicle delivery temperature check.

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

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

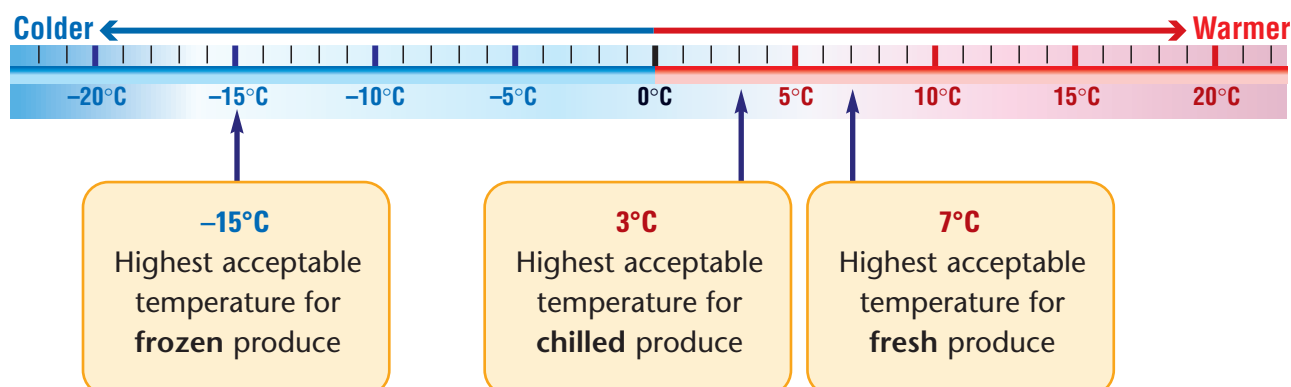
The **operating temperature** shown on the **vehicle temperature gauge** is recorded here. If this temperature is above the maximum, staff check the temperature between the packs of food with a manual temperature probe (this is the 'between pack' temperature). If the temperature is too high, the team leader will decide what to do. If you were the team leader, would you have to take action?

Understanding temperature readings

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

0°C is the temperature at which water freezes.

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



Storage requirements

Task

Task 1

Identify the four errors in this vehicle delivery temperature check sheet. Complete the boxes below.

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

Delivery time:

Vehicle number

Error:

Action to be taken:

Delivery time:

Vehicle number

Error:

Action to be taken:

Delivery time:

Vehicle number

Error:

Action to be taken:

Delivery time:

Vehicle number

Error:

Action to be taken:

Task 2

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

Remember!

21°C is warmer than 2°C.
-21°C is colder than -2°C.

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

PAGES 1:21–1:22

Dealing with problems

Occupational setting

Several safety and security issues relate to the warehouse. It is important that the workforce can recognise the signs of potential danger or hazards, understand why they should not ignore these signs, and know how they should react. This focus page is based on problem solving – assessing potentially dangerous situations and taking the most suitable preventive action. Learners should be familiar with workplace procedures and current best practice for a variety of situations from COSHH (Control of Substances Hazardous to Health) to whistle-blowing.

Materials

Selection of workplace procedures designed to cover difficult situations such as: whistle-blowing, COSHH, safe lifting (including forklift trucks) and security

Manual handling policy, Mobile phone policy and Policy on smoking from the Source material (0:03–0:05)

Audio equipment

Learning outcomes

- 1 To recognise and assess potential hazards in the workplace (focus page, Task 1)
- 2 To understand the consequences of not reacting to hazards (focus page, Task 1)
- 3 To select appropriate solutions to problems to prevent further danger based on workplace procedures (focus page, Task 2)
- 4 To report problems verbally in a clear and accurate way (focus page)
- 5 To listen carefully for instructions about what action to take (focus page, Task 3)

Introduction

- Ask learners to think about the sort of problems to do with health and safety/security that might occur in the workplace. Note ideas on the board/flipchart.

- Discuss which of the problems have formal solutions (written procedures) and which do not. Explain that all problems require action to be taken, even if this is simply a matter of reporting it to a team leader.
- Emphasise that whistle-blowing is not about getting colleagues into trouble, but to avoid a problem getting any worse or putting others at risk.
- Emphasise the importance of adhering to own workplace procedures for safety and legal reasons.

Focus page

- Explain the ABC method set out on the focus page. Talk through each step, discussing any points as required. Using the problems already noted from the introductory activity, encourage learners to think about questions you might need to ask and the consequences.
- Illustrate the ABC method using a common example from the workplace, as shown on the focus page. Discuss how to assess the problem – what to look out for and which of the solutions given on the page are appropriate. Use learners' ideas plus any relevant work procedures to apply the 'Carry out' section to the situation.
- In pairs, ask learners to assess the problem on the focus page, using the questions in the 'Assess' box to guide them.
- Learners report back their assessments to the group.
- Look at the possible solutions on the page. In small groups, ask learners to decide on which of the solutions they would use.
- Groups report back their decisions to the whole group. At this point, refer to any relevant work procedures. Note down any of the solutions taken from the focus page on the board/flipchart (use the same order as shown on the page for the moment).
- Point out the questions in the 'Carry out' section. Ask learners to decide on the order they would carry out the solutions. Number them in order of urgency on the flipchart.

- In pairs, learners role-play someone reporting the incident to the team leader. Remind learners that they should report what they have seen, what their assessment was and what they have done about it so far (if anything).
- Talk about the importance of giving clear, accurate information so that the team leader knows exactly what the problem is and what has been done about it up to that point. Ask learners what they would say to make clear what has happened. Give examples of unclear phrases such as 'it's sort of fallen' and ask learners to give ideas for rewording the phrases to be clear, accurate and to the point. Do this on the board/flipchart until a complete description of the accident has been devised. Read this out aloud or use it in a role-play as practice.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	E6	
Rt/L1.4		
Wt/L1.3		
SLd/L1.1		
SLlr/L1.2		
SLc/L1.1		
SLc/L1.3		

Task 1

Recognise and discuss dangerous or unacceptable situations in the workplace and confirm opinions by reading company policies

SLd/L1.1

Rt/L1.3

Rt/L1.4

- This task sets out to promote a discussion about how to recognise (assess) potentially dangerous and unacceptable work situations. Learners need to be aware of the importance of noticing problems so that preventive action can be taken.
- Ask learners in pairs to discuss the potential dangers they see in the picture.
- Suggest they circle the parts of the picture that show an accident that could or is about to happen or anything that poses a threat to safety in the warehouse.
- Discuss the use of a personal mobile phone at work – some learners may feel strongly that this policy is unnecessary. Ask what others feel about it, but make the point that companies

would not have created a policy if they did not feel that mobile phone use presented a problem.

If the learner has difficulty

- Talk through the picture with the learner. Ask direct questions, for example: *What is this person doing? Is it OK for him to be using a phone in the warehouse? Why is this a problem?*
- Take each 'situation' one by one in a methodical way rather than overloading learners with information. Help the learner to identify which policy from the Source material deals with each situation.

Extension

Ask learners to discuss areas of the picture where other hazards might potentially occur.

Task 2

Write down solutions to particular problems to avoid accidents at work

Wt/L1.3

- Ensure learners have identified all the hazards in Task 1.
- Explain that, now they have assessed the situations in Task 1, they need to be aware of and carry out the solutions to the problems.
- Divide learners into pairs or small groups to discuss possible solutions. Guide them to the 'Be aware' and 'Carry out' lists on the focus page for ideas. Encourage learners to use their own work procedures where possible, or think of their own solutions. Ask them to write down their ideas for further discussion.
- Bring learners together to discuss their solutions. Mention that each place of work will have its own procedures and they should follow these first. However, procedures cannot cover every situation and sometimes learners might have to act on instinct.
- On the board/flipchart agree on a common solution that complies with standards and work procedures. Make sure learners record this best practice and understand that it can be used as a model in case of a similar event.

If the learner has difficulty

- This might be too much information for some learners to deal with at once. Try talking the learners through each scenario one by one in a methodical way.

- Take learners through the lists on the focus page point by point, asking, *Would you do this in this situation?* It is not necessary for learners to get everything in the right order, as this may be a step too far. However, they can say what would be the most important (immediate) action.
- Where possible, remind them of work procedures that already exist.

Extension

Ask learners to look again at the 'Carry out' section on the focus page. Ask them to consider any points they have not used in their own solutions and discuss why they would not use them (i.e. the negative consequences of doing so).

Task 3 5

Listen for key safety instructions and write them down

SLlr/L1.2

Wt/L1.3

- Explain to the learners that they will listen to a short set of instructions and write down what the instructions are asking them to do.
- Play the audio clip through first for learners to get the gist.
- Point out the tips, which tell learners how many instructions to listen out for.
- Encourage learners to write the instructions as numbered points.
- Play the audio clip again – it can be played more than once as learners would have the opportunity in the workplace to check instructions with the team leader.

If the learner has difficulty

- Play the audio clip one instruction at a time and encourage the learner to listen for instruction words such as 'stand', 'check' and 'wait'. These 'marker' words will be particularly helpful for the ESOL learner.
- Ask direct questions about what the learner has heard: *What has happened?* (A bag has split and contents have spilled out.) *What does the team leader ask the person to do?* (Stand by the spillage.)

- Pair the learner up with someone else from the group and ask one of them to concentrate on listening and the other to concentrate on writing down the instruction.
- Act as scribe to write down the learner's ideas in a numbered list.

Extension

- Ask learners to discuss with a partner how the spillage should be reported to the supervisor – what would they say to make clear what has happened?
- Ask learners to role-play this situation of reporting a hazard. They can also use the hazards in Task 1.

Theme assessment

Ask the learner to find out the procedure for assessing and dealing with either security issues in the workplace or faulty equipment.

Dealing with problems

Focus

In dealing with problems, a mental checklist can help sort out what should be done. **A B C** might help.

ASSESS the situation

- Look carefully.
- Ask appropriate questions.
- Consider the consequences.

BE AWARE of the possible solutions

- Find out what the correct procedure is.
- Ask a colleague to help.
- Always report to a team leader.
- Phone the emergency services if required.

CARRY OUT the actions you decide on

Use your own knowledge and understanding of your job.

- What needs to be done immediately?
- What can wait?
- Take immediate action yourself.
- Call the emergency services.
- Fill in the incident report form.
- Read the procedures.
- Ask for help.
- Report the incident.

Problem

You are walking past an aisle of industrial cleaning solutions when you notice thick strong-smelling liquid seeping across the floor.

ASSESS the situation

- Look carefully. What has happened?
- Is there any immediate danger?
- Can it be left as it while you report it to someone else?

BE AWARE of the possible solutions

- Report the incident to your team leader.
- Record what you saw and did. You should always record any incident while it is still fresh in your mind.
- Clean up the liquid immediately.
- Put up a warning sign to keep others away from the liquid.
- Follow instructions from the team leader.
- Look at the COSHH data sheets for relevant information on the spilled substance.
- Check the area or section for other damaged items.
- Wait for the cleaning staff to mop it up.

Think about how you speak and how you listen when you report the problem.

- Speak clearly.
- Give relevant details.
- Listen carefully to instructions.

Refer to your own workplace procedure or policy when deciding what to do.

CARRY OUT the actions you decide on

- What needs to be done immediately?
- What can wait?

Write a list of what should be done in this case. Put the items on the list in the correct order.

Dealing with problems

Task

Task 1

Three situations in this picture are either dangerous or against company policy.

Discuss with a partner what they are. Having assessed the situations, find the appropriate policies from the Source material and discuss what the management would say if they spotted what was going on.

Task 2

Discuss with a partner and make a note of how you would deal with each of the three situations.



Task 3

5

You have reported a spillage to the team leader. Listen to her explaining what to do. Write down her instructions.

Remember!

Put the solutions in the order you would carry them out.

Tips

- Listen for the three key things she tells you to do.
- Write them as numbered instructions.

Check it

1 Look at the delivery note for All You Need Stores on page 1:2.

Which of these statements is true?

- A Three containers of Summer meadow fabric softener are supposed to be in this shipment.
- B Two containers of Tropical breeze fabric softener are supposed to be in this shipment.
- C One container of washing tablets is supposed to be in this shipment.
- D Two containers of spray starch are supposed to be in this shipment.

Rt/L1.5

2 What time did unloading finish?

- A 15:36
- B 15:16
- C 14:50
- D 15:45

Rt/L1.5

3 What is the storage location of pallet number KB578905?

Location	Pallet no.
GHT234	KB024689
GHT432	KB046892
GHT342	KB068924
GHT423	KB089246
GHT324	KB092468
GHT243	KB557890
GTH234	KB578905
HGT234	KB589057
TGH234	KB590578

- A GHT423
- B GHT324
- C GHT243
- D GTH234

N1/L1.1

4 Which line has matching codes?

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

N1/L1.1

5 Which is the missing code in this sequence?

KZOI45300

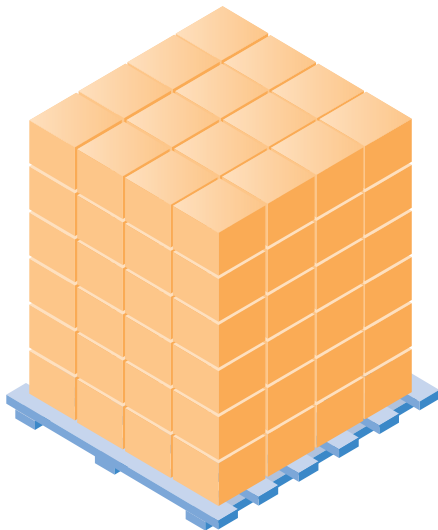
KZOI45301

KZOI45303

- A KZ0245300
- B KZOI45310
- C KZOI45302
- D KZOI46300

N1/L1.1

6 How many boxes are there on this pallet?



- A 96
- B 69
- C 22
- D 108

N1/E3.4

Pre-shift checklist				
Vehicle no: 24		Week no: 16		
Item to be checked	Sat	Sun	Mon	Tue
1. Clock hours	3560	3568	3575	
2. Mast and chains, links, anchoring points	✓	✓	✓	
3. Forks	✓	✓	✓	
4. Wheels and wheel nuts	✓	✓		
5. Back rest for cracks, etc.	✓	✓	✗	
6. Orange flashing light	✓		✓	
7. Brakes and handbrake – check for efficient operation, excessive slackness	✓	✓	✓	
8. Hydraulics – control levers, hydraulic fluid leaks	✓	✓	✓	
9. Lift operations – raise, lower and tilt	✓	✓	✓	
10. Foot controls – accelerator, clutch and brake	✓	✓	✓	
11. Check all instruments – indicators, brake lights, horn, headlights, reversing alarm	✓	✓	✓	
12. Monitor – OK is displayed	✓	✓	✗	
Initials	BP	SO	LR	

✓ = satisfactory ✗ = fault (please specify below)

Do not drive a vehicle if you have any concerns about its safety.

7 According to this Pre-shift checklist, what state were the wheels and wheel nuts in on Monday?

- A** satisfactory
- B** faulty
- C** the same as Sunday
- D** they were not checked

Rt/L1.4; HD1/L1.1

8 How long was the machine working for on Sunday?

- A** 6 hours
- B** 7 hours
- C** 8 hours
- D** 9 hours

MSS1/L1.3

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

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

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

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

10 How many things is this supervisor telling the forklift truck driver to do?

Later on there will be a delivery of fruit and veg from Marshalls. Make sure that the lettuce are stored in the chilled area but whatever you do don't put the bananas in there. They must never be stored below 12°C.

- A 1
- B 2
- C 3
- D 4

Rt/L1.1; SLlr/L1.1

Audio

PAGE 1:6

Checking in loads (2)

Task 5 1

AAYOG567
RED/PEN/5CM
MLK666210
00SHE_TAN
KGMMCMLML
CHS-CHS-LG
FRI/MAY/04
1425_AS_FR2
RED/PEN/10CM
BLSE23BLU

PAGE 1:9

Checking in loads (4)

Focus page 2

We don't accept damaged items, incorrect items (as in the wrong size, colour and so on), or items sent in the wrong quantity. These might have been counted incorrectly at the other end. Another thing we don't accept is unlisted items – that means ones we didn't order. If you're not sure whether or not to unload a lorry, ask your team leader.

Tasks 1 and 3 3

We check for loads that are broken, split or unsafe. These might have been loaded incorrectly at the other end or it might have happened during transit. We have to check the temperature, as goods stored at the wrong temperature should not be accepted. If a pallet is broken or is likely to break, you can handball the items. That means take them off bit by bit by hand rather than using the ride-on pallet truck. If you are unloading food items, check the date on the box label.

PAGE 1:12

Pre-shift checks

Task 2 4

This is not my usual truck. Let's have a look then. Clock hours 3575 OK. Mast and chains. Nothing obvious. If I just lift the forks a bit I can see if the chains are even. Yes – same tension in both. That's good. Wheels – what's all this rubbish round the wheel nuts? It's like string. It's off the pallets I bet and I can't get it off. I'll make a note of that. Forks – well worn but no cracks.

Back rest – OK. Flasher – very nice – yes. What's next? Brakes – handbrake – no slack. What about these brakes? Yes we have brakes! Hydraulics – the levers are fine but I'll have a little look around outside ... a bit of seepage on these rams and a bit of fluid on the floor – I like this truck less and less.

Let's see what the lift is like then. If I crank it up to the top and leave it for a bit, we'll see if there's any give ... there we go – there's a bit of give here as I thought. And lower ... a bit of a judder here as well. I reckon this thing needs some more oil. Foot controls are OK.

Instruments – Indicators – left ... and right ... all fine, horn – well that works! Reverse alarm ... good.

Nearly there. Monitor reads OK. That's the lot, but I'm not that happy about the lifting gear – I'll speak to Steve.

PAGE 1:22

Dealing with problems

Task 3 5

OK. Can you go and stand by the spillage to stop people coming near it. While you're there, check that none of the other bags have split. Wait there until the cleaning staff arrive to clean it up. Thanks for that.

Answers

PAGES 1:1–1:2

Checking in loads (1)

Task 1

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

PAGES 1:3–1:6

Checking in loads (2)

Task 1

YP048828 and YP083875 were not received.

Task 2

- 1 S27943
- 2 S27510
- 3 S29989

Task 3

1

Tasking Sheet			
Date: 02/05/06			
Time: 09.45			
Code	No. reqd	Bin	No. picked
0721272	2	A	<u>1</u> s/p
0090005	2	C	<u>2</u>
2721072	5	E	<u>5</u>
0009005	3	F	<u>2</u> s/p
0000095	2	D	<u>2</u>
2721720	4	B	<u>4</u>

2

Bin A	Bin B	Bin C	Bin D	Bin E	Bin F
0721272	2721720	0090005	0000095	2721072	0009005

3 4 cases will be left on the rack.

Task 4

00232340	00232340	00232340	✓
66009123	66009132	66009132	✗
91005000	91005000	9100500	✗
44448765	44448765	44448765	✓
00000999	0000999	00000999	✗
50084329	50084329	50088329	✗
22044600	22044600	22044600	✓
01939220	01939220	01939220	✓
98765432	98765432	98765432	✓
42700025	42700025	42700052	✗

Task 5

AAYOG567	AAYOG567	✓
BLSE23BLU	BLSE23BLU	✓
00SHE_TAN	00SHE_TAN	✓
RED/PEN/5CM	RED/PEN/5CM	✓
RED/PEN/10CM	RED/PEN/1CM	✗
CHS-CHS-LG	CHS-CHS-LG	✓
MLK666210	KLM666210	✗
FRI/MAY/04	FRI/MY/O4	✗
KGMMCMMLML	KGMMCMMLM	✗
1425_AS_FRZ	1425_AS_FRZ	✓

PAGES 1:7–1:8

Checking in loads (3)

Focus page

A pallet with a tihi of 6×20 is taller but with smaller footprint than a pallet with a tihi of 20×6 and it may not fit in the space that has been allocated in the warehouse.

Task 1

Pallet A Tihi = 16×4 Quantity = 64

Pallet B Tihi = 4×6 Quantity = 24

Pallet C Tihi = 6×5 Quantity = 30

PAGES 1:9–1:10**Checking in loads (4)****Task 1**

You may have written something like this:

broken

split

unsafe

temperature

dates on food

Task 2

You might have written something like this:

- 1 Check for anything broken.
- 2 Check for split loads.
- 3 Check for unsafe loads.
- 4 Check temperature.
- 5 Check dates on food items.

Task 3

You might have written something like this:

If pallet is broken or likely to break – handball items (take them off bit by bit by hand).

If unloading food items – check date on box label.

PAGES 1:11–1:12**Pre-shift checks****Task 1**

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

Task 2

Pre-shift checklist					
Vehicle No: 34	Week no: 15				
Item to be checked	Sat	Sun	Mon	Tues	Wed
1. Clock hours	3560	3568	3575		
2. Mast and chains, links, anchoring points	✓	✓	✓		
3. Forks	✓	✓	✓		
4. Wheels and wheel nuts	✓	✓	X		
5. Back rest for cracks etc	✓	✓	✓		
6. Orange flashing light	✓		✓		
7. Brakes and handbrake – check for efficient operation, excessive slackness	✓	✓	✓		
8. Hydraulics – control levers, hydraulic fluid leaks	✓	✓	X		
9. Lift operations – raise, lower and tilt	✓	✓	X		
10. Foot controls – accelerator, clutch and brake	✓	✓			
11. Check all instruments – indicators, brake lights, horn, headlights, reversing alarm	✓	✓	✓		
12. Monitor – OK is displayed	✓	✓	✓		
Initials	JKL	TG	HH		

✓ = satisfactory X = fault (please specify below)

4. *packaging tangled round wheels*
 8. *Levers fine but some signs of leakage from rams.*
 9. *Lift operations are jerky. Some juddering when lowering from height.*

Do not drive a vehicle if you have any concerns about its safety.

PAGES 1:13–1:14**Using machinery****Task 1**

- 1 The load centre of the pallet is 600 mm, which is 100 mm more than the recommended load centre. You must therefore take 10% off the capacity. The maximum load is therefore $2600 \text{ kg} - 260 \text{ kg} = 2340 \text{ kg}$.
- 2 A load centre of 700 mm is 200 mm more than the recommended load centre of the truck. You must therefore take 20% off the capacity of the triplex mast (which you will need to lift to the height of 5 m (5000 mm). The maximum capacity is therefore $1800 \text{ kg} - 360 \text{ kg} = 1440 \text{ kg}$.
- 3 a No – The pallet weighs more than the maximum capacity of the truck (3000 kg, which is 3 tonnes).

- b No – The crate has a load centre of 700 mm, which is 200 mm more than the load centre of the truck. You must therefore take 20% off the capacity of the truck: $3000 \text{ kg} - 600 \text{ kg} = 2400 \text{ kg}$, so this crate cannot be lifted with this truck.
- c Yes, provided the standard pallet is loaded in the correct orientation. The 1 m dimension has a load centre of 500 mm, which is the same as the load centre of the triplex mast. The pallet weighs less than the maximum capacity (1600 kg), so it is safe to lift. (The 1.2 m dimension has a load centre of 600 mm. This is 100 mm more than the load centre of the triplex mast, so the maximum capacity is reduced by 10% ($1600 - 160 = 1440 \text{ kg}$). The pallet is heavier than this, so it cannot be lifted with this truck in this orientation.)

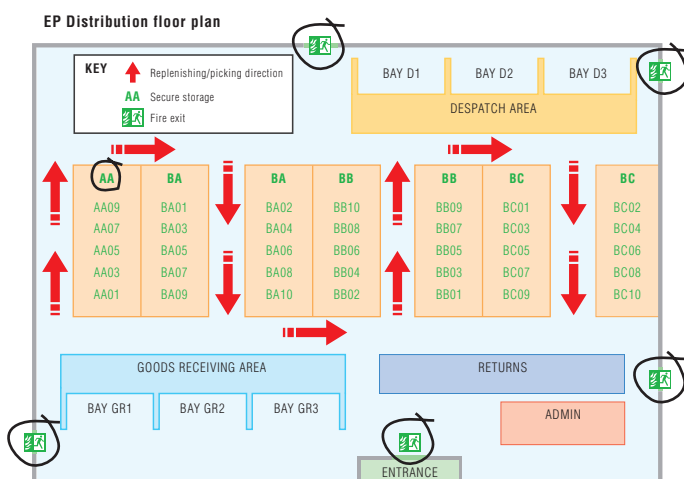
PAGES 1:15–1:16

Putting goods into storage

Task 1

- 1 Receiving
- 2 Left
- 3 No
- 4 Despatching
- 5 Right

Task 2



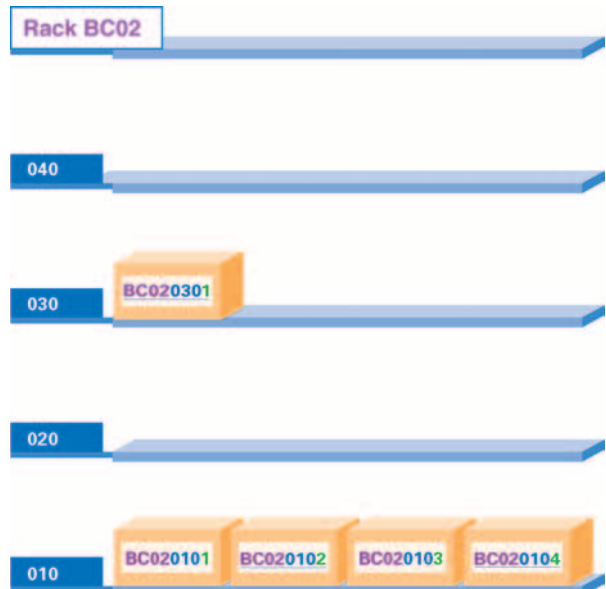
PAGES 1:17–1:18

Putting goods into the correct locations

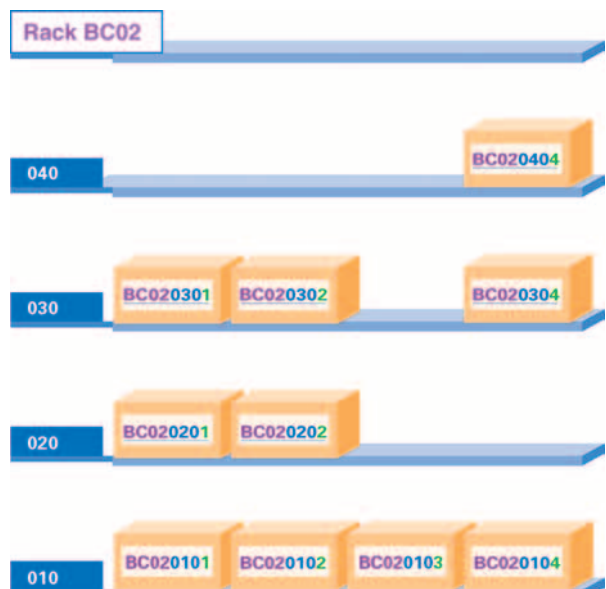
Focus page

BA010205 will be found on rack BA01, shelf 050 and is the second item from the left.

Task 1



Task 2



PAGES 1:19–1:20

Storage requirements

Task 1

You may have written something like this.

Delivery time: 11:42

Vehicle number: AL139

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

Action to be taken: Carry out a between-pack temperature check.

Delivery time: 12:37

Vehicle number: BV403

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

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

Delivery time: 14:46

Vehicle number: A831

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

Action to be taken: More staff training needed.

Delivery time: 22:39

Vehicle number: DV947

Error: The gauge operating temperature was lower than the maximum temperature so a between-pack temperature check did not need to be taken.

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

Task 2

Show your completed table to your teacher.

PAGES 1:21–1:22

Dealing with problems

Task 1

You may have spotted and discussed these things:

- 1 Someone is using a personal mobile phone in company time.
- 2 The forklift truck driver is smoking in the warehouse, which is not a designated smoking area.

- 3 The person carrying the large box cannot see where he is going. This is dangerous as he could walk into things, including other people and forklift trucks. He could also slip on things or trip over things.

Task 2

You need to follow your own workplace procedures for these situations.

Here is an example of what you might do about the person who is using their mobile phone:

Report the incident in the most appropriate way to the team leader and let the team leader deal with the situation. This would avoid any bad feelings between you and the colleague but also make the mobile phone user aware of what he is doing.

Here is an example of what you might do about the person smoking in the warehouse:

Report the incident in the most appropriate way to the team leader and let the team leader deal with the situation. This would avoid any bad feelings between you and the colleague but also make the smoker aware of what she is doing. You might feel that you can remind your colleague that they are not supposed to be smoking in the warehouse.

Here is an example of what you might do about the person carrying the large box:

- 1 Stop the person and explain your concerns for the person's safety.
- 2 If you have time, offer to help carry the load.
- 3 If you cannot help, tell the person you will find help and then ask the team leader for advice on this.

Task 3

You may have written something like this:

- 1 Stand by the spillage to stop others coming near it.
- 2 Check other bags for splits.
- 3 Wait for cleaning staff to arrive.

Check it

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