



Read and interpret basic instructions, directions and/or diagrams

D1.LAN.CL10.08

Assessor Manual



**Read and interpret basic
instructions, directions
and/or diagrams**

D1.LAN.CL10.08

Assessor Manual



**William
Angliss
Institute**

Specialist centre
for foods, tourism
& hospitality

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writers: Alan Hickman, Quentin Derrick
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Kaly Quach

The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on “Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions”.

This publication is supported by the Australian Government’s aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

Copyright: Association of Southeast Asian Nations (ASEAN) 2013.

All rights reserved.

Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: <http://creativecommons.org/licenses/by/2.0/deed.en>

File name: AM_Read_&_interpret_basic_instructions_refined

Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	19
Written Questions	27
Answers to Written Questions	33
Observation Checklist	37
Third Party Statement	41
Competency Recording Sheet	43

Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
- I will give you feedback at the end of the assessment
- Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: READ AND INTERPRET BASIC INSTRUCTIONS, DIRECTIONS AND/OR DIAGRAMS		NOMINAL HOURS: 60
UNIT NUMBER: D1.LAN.CL10.08		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to read and interpret basic instructions, directions and/or diagrams in a range of settings within the labour divisions of the hotel industries		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Prepare for work</p> <p>1.1 Read and interpret <i>job specifications</i> from <i>internal and external customers</i></p> <p>1.2 Read and interpret <i>procedures</i></p> <p>1.3 Read and interpret basic <i>instructions, directions and/or diagrams</i></p> <p>1.4 Read and interpret <i>work instructions to determine job requirements</i></p> <p>Element 2: Read and interpret information about routine tasks, processes or events</p> <p>2.1 Identify relevant sources of <i>information/documentation</i> so that job can be performed in accordance with the organisation's requirements</p> <p>2.2 Identify the purpose of instructions, directions and/or diagrams for particular jobs</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to reading and interpreting basic instructions and/or diagrams within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production <p><i>Job specifications</i> may detail:</p> <ul style="list-style-type: none"> • Outcomes • Duties • Reporting relationships. 	

<p>2.3 Ask questions from <i>appropriate people</i> to gain additional information and/or to clarify understanding</p> <p>2.4 Read and interpret relevant details from instructions, directions and/or diagrams for application to particular jobs</p> <p>Element 3: Receive and respond to basic instructions and directions</p> <p>3.1 Receive, clarify and assess requirements of <i>instructions and/or directions</i> in accordance with organisational policies and procedures</p> <p>3.2 Question and confirm <i>assignment instructions and/or directions</i> if necessary</p> <p>3.3 Comply with directions and or instructions within designated timelines</p> <p>3.4 Obtain <i>feedback</i> after instructions and/or directions have been complied with</p>	<p><i>Internal customers</i> may include:</p> <ul style="list-style-type: none"> • Colleagues working in another department • Team members • Supervisor or managers. <p><i>External customers</i> may include:</p> <ul style="list-style-type: none"> • Suppliers • People who buy the goods and services the enterprise sells. <p><i>Procedures</i> may relate to:</p> <ul style="list-style-type: none"> • Hazard policies and procedures • Emergency, fire and accident procedures • Personal safety procedures • Procedures for the use of personal protective clothing and equipment • Use of motor vehicles • Resolution procedures • Job procedures and work instructions. <p><i>Instructions, directions and/or diagrams</i> may include:</p> <ul style="list-style-type: none"> • Work instructions • Directions on how to use equipment safely • Directions on how to complete a task safely • Diagrams that show safe working procedures • Policies and procedures • Manuals.
--	--

	<p><i>Work instructions to determine job requirements</i> may relate to:</p> <ul style="list-style-type: none">• Methods of work• Processes or procedures• Equipment• Policies and procedures• Manuals. <p><i>Information/documentation</i> may include:</p> <ul style="list-style-type: none">• Workplace procedures, checklists and instructions• Goods identification numbers and codes• Manifests, bar codes, goods and container identification• Manufacturer's specifications• Workplace policies• Supplier and/or client instructions• Material safety data sheets• Relevant codes of practice, including the national standards for manual handling and the industry safety code• Legislation, regulations and related documentation• Award, enterprise bargaining agreement, other industrial arrangements• Standards and certification requirements• Quality assurance procedures• Emergency procedures.
--	--

	<p><i>Appropriate people</i> may include:</p> <ul style="list-style-type: none">• Supervisors, managers• Colleagues• Human resource personnel• Members of the public• Clients. <p><i>Instructions and/or directions</i> may relate to:</p> <ul style="list-style-type: none">• Letters• Memos• Faxes• Emails• Invoices and purchase orders• Policies and procedures• Manuals. <p><i>Assignment instructions and/or directions</i> may relate to:</p> <ul style="list-style-type: none">• Instructions from client/supervisor/management• Assignment objectives and timeframes• Work tasks and procedures• Resource and equipment requirements• Reporting and documentation requirements• Personal protective clothing and equipment requirements.
--	--

Feedback may include:

- Formal feedback:
 - 360 degree assessment
 - Customer satisfaction surveys/forms
 - Team evaluations
 - Performance reviews/appraisals
 - Workplace assessment
- Informal feedback may include:
 - Critical incident reviews
 - Impromptu questioning of customers to obtain view of products and/or service provided
 - Chance discussions with customers
 - Coaching and mentoring
 - Seeking the opinions of others
 - Comments from supervisors, colleagues or clients
 - Personal, reflective behaviour strategies.

Assessment Guide

Assessment must confirm knowledge and skills:

- Knowledge about and ability to interpret signs and symbols relevant to workplace functions
- Ability to locate, interpret and apply relevant information
- Knowledge of and ability to interpret legislation, regulations, policies, procedures and guidelines relating to workplace.

	<p>Linkages To Other Units</p> <ul style="list-style-type: none">• Perform clerical procedures• Work effectively with colleagues and customers• Work in a socially diverse environment• Respond to instructions given in English• Follow safety and security procedures• Manage and resolve conflict situations. <p>Critical Aspects of Assessment</p> <p>Evidence of the following is essential:</p> <ul style="list-style-type: none">• Demonstrated ability to identify information about routine tasks, processes, events or skills• Demonstrated ability to locate, interpret and apply relevant information• Demonstrated ability to read and interpret basic instructions, directions and/or diagrams to achieve appropriate work outcomes• Demonstrated ability to read and interpret signs and symbols relevant to workplace functions. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none">• Assessment should include practical demonstration of the ability to read and interpret basic instructions, directions and/or diagrams either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge• Assessment must relate to the individual's work area or area of responsibility• Assessment must include project or work activities that allow the candidate to respond to multiple and varying work instructions and/or directions relevant to work area, job role and area of responsibility.
--	--

	Resource Implications		
	Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.		
	Assessment Methods		
	The following methods may be used to assess competency for this unit:		
	<ul style="list-style-type: none"> • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio evidence • Problem solving • Role plays • Third party reports completed by a supervisor • Project and assignment work. 		
	Key Competencies in this Unit		
	<i>Level 1 = competence to undertake tasks effectively</i>		
	<i>Level 2 = competence to manage tasks</i>		
	<i>Level 3 = competence to use concepts for evaluating</i>		
	Key Competencies	Level	Examples
	Collecting, organising and analysing information	1	Gather relevant information together
	Communicating ideas and information	2	Communicate with others to ensure a common understanding of the instruction and/or direction

	Planning and organising activities	1	Plan activities to comply with instructions
	Working with others and in teams	2	Respond to internal and external customer instructions and/or directions
	Using mathematical ideas and techniques	0	
	Solving problems	2	Apply conflict resolution and communication skills to resolve conflict and/or misunderstandings
	Using technology	0	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Read and interpret basic instructions, directions and/or diagrams D1.LAN.CL10.08
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What are the job specifications for your job?	<input type="checkbox"/>	<input type="checkbox"/>
2. Tell me about you work experience.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Name two procedures at your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
4. Tell me three steps involved in one of the procedures you mentioned.	<input type="checkbox"/>	<input type="checkbox"/>
5. What is a diagram?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Give me a set of instructions to tie my shoes.	<input type="checkbox"/>	<input type="checkbox"/>
7. What are the job requirements for greeting guests at your workplace.	<input type="checkbox"/>	<input type="checkbox"/>
8. Name three sources of information at your workplace.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. A new bartender is unsure of how to make a certain drink for a customer. What source of information should he/she consult?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it important to understand the purpose of instructions?	<input type="checkbox"/>	<input type="checkbox"/>
11. What is the main purpose of directions to mop the floor?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. What is one way to clarify instructions?	<input type="checkbox"/>	<input type="checkbox"/>
13. Give two examples of times when you had to ask questions in order to clarify understanding.	<input type="checkbox"/>	<input type="checkbox"/>
14. What is skim reading?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Why is it important to scan for relevant details when you read instructions?	<input type="checkbox"/>	<input type="checkbox"/>
16. What are two things you need to understand from instructions?	<input type="checkbox"/>	<input type="checkbox"/>
17. What is one way to confirm understanding?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. What are three questions that need to be answered in order for you to do a job properly?	<input type="checkbox"/>	<input type="checkbox"/>
19. What is one deadline that you have to meet for your job?	<input type="checkbox"/>	<input type="checkbox"/>
20. Name two elements of time management.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. Why is feedback important in your job?	<input type="checkbox"/>	<input type="checkbox"/>
22. Name two examples of informal feedback.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Read and interpret basic instructions, directions and/or diagrams – D1.LAN.CL10.08

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are job specifications?

2. Name three components of a job specification.

3. What is your job? Name two attributes that go along with your position.

4. What is a procedure?

5. Name two procedures at your workplace.

6. Describe the procedure at your workplace if a person is injured.

7. What is a diagram?

8. Explain one diagram that you have seen at your workplace.

9. Name two forms of work instruction.

10. What is the procedure for welcoming guests to your hotel?

11. Bob is working at a construction site and is concerned about his safety around the dangerous machines. What type of work instruction should he search for?

12. What is one source of information at your workplace?

13. What does a checklist accomplish?

14. Allan is the gardener at a top resort and is always busy keeping the grounds tidy. His old lawnmower broke down, so the resort purchased a new one. The problem is, Allan has no idea how it works! What source of information does he need?

15. Why is it important to understand the purpose of instructions?

16. What is the purpose of an evacuation procedure?

17. What does “appropriate” mean?

18. Carlos is a new waiter and doesn't know where to find the forks. Who should he ask?

19. Name two appropriate people that you could direct a question to.

20. What is a relevant detail?

21. What does “skim reading” mean?

22. What does “scanning” mean?

23. What must you be able to understand from instructions?

24. Describe one set of instructions that you find at your workplace.

25. What should you do if you don't understand instructions?

26. What is one way to confirm understanding?

27. What are some important questions to answer when receiving instructions?

28. What is a timeline?

29. What timelines do you have at your job?

30. What are two elements of time management?

31. What is feedback?

32. Why is it important to get valid feedback at your job?

33. What are two types of formal feedback?



Answers to Written Questions

Read and interpret basic instructions, directions and/or diagrams – D1.LAN.CL10.08

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. What are job specifications?

A job specification describes the knowledge, skills, education, abilities and experience that are essential to a particular job.

2. Name three components of a job specification.

Experience, education, required skills and knowledge, overview of job duties.

3. What is your job? Name two attributes that go along with your position.

Depends on job

4. What is a procedure?

A procedure is a term used in a variety of industries to define a series of steps, taken together, to achieve a desired result.

5. Name two procedures at your workplace.

Depends on workplace

6. Describe the procedure at your workplace if a person is injured.

Depends on workplace

7. What is a diagram?

Information provided simply and clearly within a picture format.

8. Explain one diagram that you have seen at your workplace.

Depends on workplace

9. Name two forms of work instruction.

Work instructions include methods or work, processes and procedures, equipment, policies and procedures, and manuals.

10. What is the procedure for welcoming guests at your hotel?

Depends on workplace

- 11. Bob is working at a construction site and is concerned about his safety around the dangerous machines. What type of work instruction should he search for?**

Safety and Health Manual

- 12. What is one source of information at your workplace?**

Depends on workplace

- 13. What does a checklist accomplish?**

A checklist simply records the number of duties to perform, with a box beside each for you to “check off” when completed.

- 14. Allan is the gardener at a top resort and is always busy keeping the grounds tidy. His old lawnmower broke down, so the resort purchased a new one. The problem is, Allan has no idea how it works! What source of information does he need?**

Instruction manual.

- 15. Why is it important to understand the purpose of instructions?**

In order to clearly understand instructions, you must first identify the purpose of them.

- 16. What is the purpose of an evacuation procedure?**

To help people exit the building in the case of an emergency.

- 17. What does “appropriate” mean?**

Suitable or proper in the circumstances.

- 18. Carlos is a new waiter and doesn't know where to find the forks. Who should he ask?**

Another waiter or the food and beverage manager.

- 19. Name two appropriate people that you could direct a question to.**

Managers, colleagues, Human Resources personnel, clients

- 20. What is a relevant detail?**

Information that has significant and demonstrable bearing on the matter at hand.

- 21. What does “skim reading” mean?**

Look through text quickly for basic facts and information.

- 22. What does “scanning” mean?**

Reading quickly to pick out keywords that your brain has already specified.

23. What must you be able to understand from instructions?

- a) Your role in the directions
- b) Exactly what task you will be performing and
- c) What tools you need and what preparation you must do to complete the task.

24. Describe one set of instructions that you find at your workplace.

Depends on the workplace

25. What should you do if you don't understand instructions?

Question and confirm understanding when it is gained.

26. What is one way to confirm understanding?

Repeat the instructions, ask for more details.

27. What are some important questions to answer when receiving instructions?

Who, what, when, where, why and how.

28. What is a timeline?

The time at which a job must be finished.

29. What timelines do you have at your job?

Depends on job.

30. What are two elements of time management?

Prioritisation, scheduling, concentration and focus, self motivation.

31. What is feedback?

A rating of some kind of performance.

32. Why is it important to get valid feedback at your job?

To improve your performance

33. What are two types of formal feedback?

360-degree assessment, customer satisfaction surveys, team evaluations, performance reviews, workplace assessments

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Read and interpret basic instructions, directions and/or diagrams D1.LAN.CL10.08
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Prepare for work b) Read and interpret information about routine tasks, processes or events c) Receive and respond to basic instructions and directions 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Prepare for work		
Read and interpret job specifications from internal and external customers	<input type="checkbox"/>	<input type="checkbox"/>
Read and interpret procedures	<input type="checkbox"/>	<input type="checkbox"/>
Read and interpret basic instructions, directions and/or diagrams	<input type="checkbox"/>	<input type="checkbox"/>
Read and interpret work instructions to determine job requirements	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Read and interpret information about routine tasks, processes or events		
Identify relevant sources of information/documentation so that job can be performed in accordance with the organisation's requirements	<input type="checkbox"/>	<input type="checkbox"/>
Identify the purpose of instructions, directions and/or diagrams for particular jobs	<input type="checkbox"/>	<input type="checkbox"/>

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Read and interpret basic instructions, directions and/or diagrams D1.LAN.CL10.08		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Reads and interprets job specifications, procedures, basic instructions, directions, diagrams and work instructions in preparation for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies relevant sources of information/documentation so work can be performed in accordance with the organisation's requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies the purpose of instructions, directions and/or diagrams for particular jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asks questions to gain additional information and/or to clarify understanding of work requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads and interprets instructions, directions and/or diagrams for application to particular jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receives, clarifies and assesses requirements of instructions and/or directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions and confirms work assignments and/or directions if necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complies with directions/instructions within designated timelines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Obtains feedback after instructions and/or directions have been complied with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

Large empty rectangular box for providing comments or feedback.

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Read and interpret basic instructions, directions and/or diagrams	D1.LAN.CL10.08
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Prepare for work						
Read and interpret job specifications from internal and external customers						
Read and interpret procedures						
Read and interpret basic instructions, directions and/or diagrams						
Read and interpret work instructions to determine job requirements						
Element 2: Read and interpret information about routine tasks, processes or events						
Identify relevant sources of information/documentation so that job can be performed in accordance with the organisation's requirements						
Identify the purpose of instructions, directions and/or diagrams for particular jobs						
Ask questions from appropriate people to gain additional information and/or to clarify understanding						
Read and interpret relevant details from instructions, directions and/or diagrams for application to particular jobs						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Receive and respond to basic instructions and directions						
Receive, clarify and assess requirements of instructions and/or directions in accordance with organisational policies and procedures						
Question and confirm assignment instructions and/or directions if necessary						
Comply with directions and or instructions within designated timelines						
Obtain feedback after instructions and/or directions have been complied with						
Candidate signature			Date			
Assessor signature			Date			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 