Respond to instructions given in English

D1.LAN.CL10.02

Assessor Manual

Australian Aid

asean

William Angliss Institute | Specialist centre for foods, tourism & hospitality

Respond to instructions given in English

D1.LAN.CL10.02

Assessor Manual

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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.		
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: RESPOND TO INSTRUCTIONS GIVEN IN ENGLISH	NOMINAL HOURS: 60

UNIT NUMBER: D1.LAN.CL10.02

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to respond to instructions given in English in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Respond positively to a set of verbal instructions **1.1** Acknowledge and respond positively to *a set of instructions given in the workplace* **1.2** Use *appropriate body language to indicate understanding* **1.3** *Ask questions to confirm understanding* **Element 2: Respond to simple written instructions** **2.1** *Confirm understanding* of supervisor's instructions **2.2** Request repetition or clarification of instructions or requests **2.3** Complete flowcharts or diagrams to confirm understanding of instructions	**Unit Variables** 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. This unit applies to the knowledge and skills required to respond to instructions given in English within labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation. *A set of instructions given in the workplace* may be verbal or written instructions that may include: • Chronological to explain the order in which things are to be done • Spatial to explain places things are to be put or stored

Element 3: Express doubt at being able to carry out instructions **3.1** Identify problems associated with completing a set of instructions **3.2** Seek and offer solutions to potential problems *3.3* Confirm understanding of *contingency instructions* **Element 4: Follow routine procedures** **4.1** Demonstrate understanding of a set of instructions by carrying out a routine job **4.2** Explain exceptions to routine procedures *4.3 Discuss ways to improve routine procedures*	• Timeline to explain how long a task should take • Policy and procedural instructions to explain, e.g., established safety procedures, or policies on handling a customer complaint • Contingency to provide alternative instructions to follow should problems be encountered when carrying out a set of instructions. *Appropriate body language to indicate understanding* may include: • Nodding of head • Picking up the correct equipment or utensil to perform the task. Ways to *ask questions to confirm understanding* may include 'open ended' questions such as: • "So I print out the address labels first, then what do I do?" • "Should I send the brochures to all the travel agents listed here?" • "So you want me to store the fruit in the fridge. Is that right?" Ways to *confirm understanding* may include statements such as: • "Yes, I can do that" • "Okay, I'll do that straight away" • "Fine, I understand. I'll have that ready for you by tomorrow afternoon" • "Sure, I'll start on that now" • Giving a 'closed' statement in response to a question e.g. "Yes" or "No". *Contingency instructions* may include using conditional statements such as: • "If …. happens, then you should ….." • "If that doesn't work ….. try ……" • "When ….. happens, then you must ……*".*

Discuss ways to improve routine procedures may include:

- Using sequence markers e.g. First, then
- Using adverbs such as: usually, sometimes, often, and occasionally.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Ability to verbally confirm understanding of a set of instructions given in English in the workplace
- Ability to demonstrate understanding of instructions by carrying out a routine job
- Ability to carry out a set of instructions within the timeframe
- Ability to ask questions to show understanding of a set of instructions
- Ability to ask questions to clarify a set of instructions
- Ability to identify potential problems or obstacles in completing a set of instructions
- Ability to offer solutions to overcome problems or obstacles
- Ability to explain routine work procedures.

Linkages To Other Units

- Converse in English at a basic operational level
- Comply with workplace hygiene procedures
- Read and interpret basic instructions, directions and/or diagrams
- Receive and resolve customer complaints.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of both verbal and written instructions
- Demonstrated ability to follow a set of instructions

- Demonstrated ability to use correct open and closed question forms

- Demonstrated ability to identify potential problems associated with a set of instructions, including the use of conditionals

- Demonstrated ability to explain routine procedures, including the correct use of sequence markers such as first, then, etc, and the use of adverbs such as usually, sometimes, often, occasionally

- Demonstrated ability to offer solutions to problems associated with a set of instructions.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of situations where people give and carry out a set of instructions.

Resource Implications

Training and assessment must ensure there is access to a suitably qualified English as a second language (ESL) teacher.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance

- Interviews

- Role plays

- Oral and written questions

- Flowcharts and diagrams.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	1	Comprehend policies and procedures in the workplace
Communicating ideas and information	1	Confirm understanding of a set of instructions
Planning and organising activities	1	Suggest contingency plans to overcome problems
Working with others and in teams	1	Identify team members required in completing a work task
Using mathematical ideas and techniques	1	Talk about time required to complete work tasks
Solving problems	1	Identify potential problems and solutions
Using technology	1	Use office equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Respond to instructions given in English D1.LAN.CL10.02
Instructions	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. How would you indicate to a colleague/supervisor you have understood the verbal instructions they have given you?	❑	❑
2. What body language might you use to indicate you have understood and will comply with verbal instructions given to you in the workplace?	❑	❑

Questions	Response	
	PC	NYC
3. Give me an example of two questions you might ask to confirm understanding of verbal instructions given to you asking you to carry a box into the store room.	❏	❏
4. A supervisor has shown you some written instructions and asked you to follow them. You are sure you can do that. What might you say to the supervisor to confirm your understanding of what is required?	❏	❏
5. What would you say to someone who has asked you to undertake a task but you are not sure exactly what they want you to do?	❏	❏

Questions	Response	
	PC	NYC
6. In addition to verbal and/or non-verbal responses, how else might you indicate to a person you have understood instructions they have given you?	❏	❏
7. How would you indicate to a person who has given you instructions that you see problems in being able to meet their directions?	❏	❏
8. Give me an example of how you would seek advice from a colleague to assist you in overcoming a workplace problem.	❏	❏

Questions	Response	
	PC	**NYC**
9. How would you confirm you have understood a statement by a supervisor such as 'If you cannot fix the problem in five minutes, ask someone to help you and if that doesn't work, contact me'.	❑	❑
10. Identify a routine task you undertake and describe the instructions provided to you to enable you to complete that job.	❑	❑
11. Give me one example of what you believe to be an 'exception' to routine procedures for a task you perform. Describe how you would respond to effectively address this exception to routine procedures.	❑	❑

Questions	Response	
	PC	**NYC**
12. Identify a routine procedure you undertake and give me one example of how this routine may be improved to make is safer, faster, less expensive, more effective or similar.	❏	❏

Written Questions

Respond to instructions given in English – D1.LAN.CL10.02

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Complete the sentence with the correct phrasal verb by choosing the best answer: "I _____ at 6am in the morning."

    a. Turn off
    b. Get up
    c. Take out
    d. Watch

    _____

    _____

2. Complete the sentence with the correct phrasal verb: "The supervisor _____ the rubbish every evening."

    a. Takes off
    b. Puts on
    c. Gets in
    d. Takes out

    _____

    _____

3. What does this gesture mean?

    a. Go away
    b. You are funny
    c. OK!
    d. See you later

    _____

    _____

4. What does this gesture mean?

    a. Excellent!
    b. Not good!
    c. Well done!
    d. OK!

    _____

    _____

5. Write three ways to show you understand a set of instructions.

    _____

    _____

    _____

    _____

6. Which question below is an example of an open-ended question?

    a. What do you do?
    b. Black or white?
    c. So, we start at 6am?
    d. Milk and sugar?

    _____

    _____

7. Which question below is a closed question?

    a. Is there anything else I need to know?
    b. The water goes in first or last?
    c. Why do we have to do that?
    d. What does it mean?

    _____

    _____

8. Choose the best reply to the statement below confirming you understand what to do.

   Supervisor: "Could you get started soon?"
   Staff member: _____

   a. Yes, I will begin immediately
   b. Maybe!
   c. It depends on the weather, I suppose.
   d. No!

   _____

   _____

9. Write three ways of asking someone to repeat something.

   _____

   _____

   _____

10. Put the process below in the correct order. (Write 1, 2, 3, 4 in the spaces provided)

    _____Then, state your company name and you name and department.
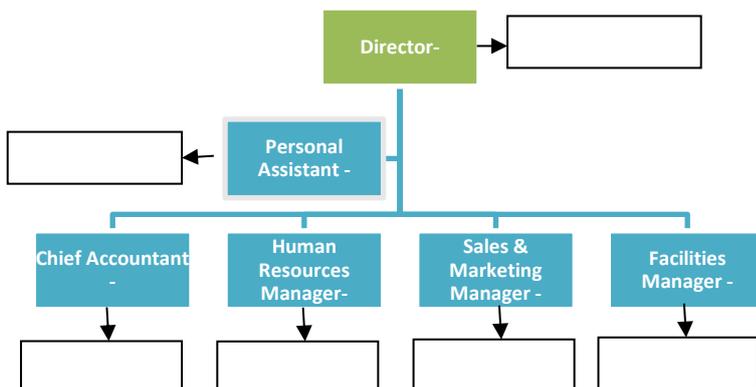
    _____First, greet the customer.

    _____Say goodbye politely.

    _____Ask the customer if they need any help.

11. Read the text below then label the diagram with the correct names for each position.
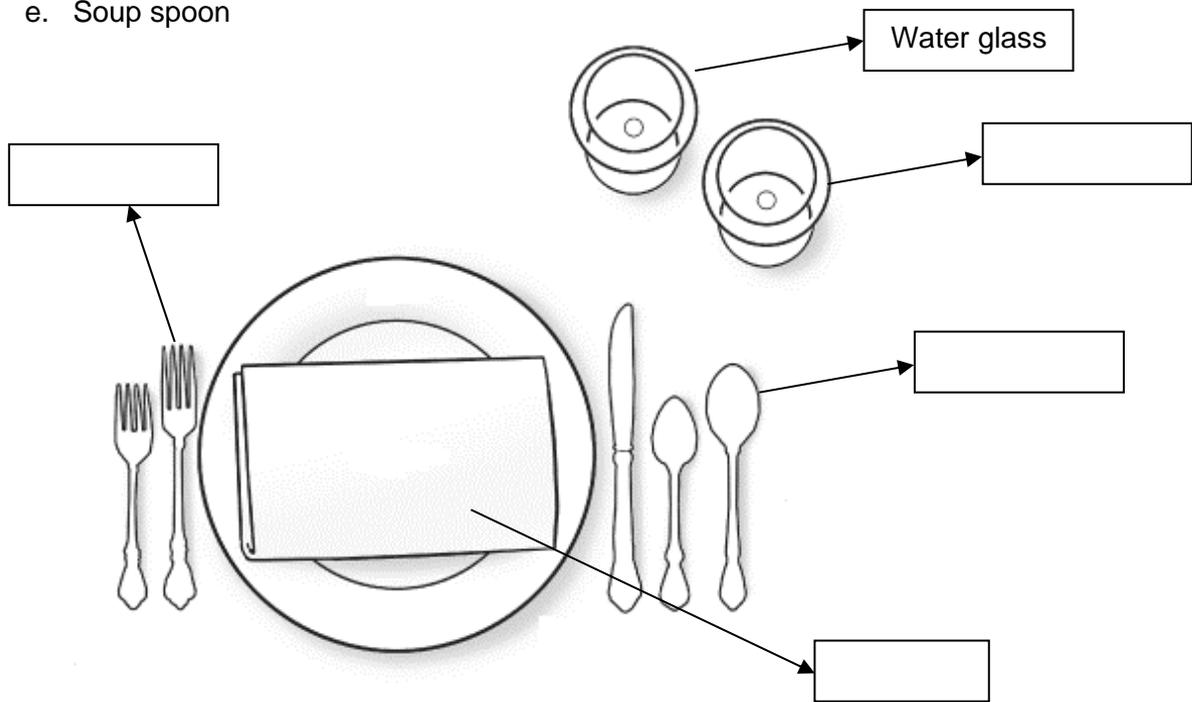
    The Director, Mr. Adam Ness, has been with the company for 8 years. His PA, John Smith, is a wonderful team member who understands all the company procedures. In charge of all the finances is Sam Jones. The building is looked after by Mr. Matthew Plinth and the person who brings in the customers is Lilly Powers. The final manager is Mary Mott and she takes care of all the staff and recruitment.

    ACME Travel Organisation Chart

12. Label the diagram below with the correct words. The first one has been done for you.

   a. Wine glass
   b. Water glass
   c. Napkin
   d. Dinner fork
   e. Soup spoon

Water glass

13. Write a response to the instruction that expresses doubt.

'Take the children outside to play now!'

_____

_____

14.   Write a response to the instruction that expresses doubt:

'Use the coffee machine!'

_____

_____

15.   What is the problem?

_____

_____

16.   What is the problem?

_____

_____

17. Choose the correct suggestion: 'It's too heavy.'

    a. No, it isn't!
    b. Ask someone to help you.
    c. Yes, it is.
    d. Forget about it!

    _____

    _____

18. Choose the correct suggestion: 'I don't understand!'

    a. Well, that's fantastic!
    b. Yes!
    c. Would you like me to explain it again?
    d. Go away! I will do it

    _____

    _____

19. Complete the sentence with the correct modal verb: 'You _____ always wash your hands when working in the kitchen.'

    a. Might
    b. Would
    c. Could
    d. Should

    _____

    _____

20. Complete the sentence with the correct modal verb: 'You _____ say hello politely to all guests.'

    a. Might
    b. Will
    c. Must
    d. Should not

    _____

    _____

21. Complete the conditional sentence with the correct modal verb: 'If you eat too much, you_____ be sick!' (Definite/certain)

    _____

    _____

22. Complete the conditional sentence with the correct modal verb: 'If it rains, we _____ have to cancel the party.' (Not definite)

    _____

    _____

23. How can you show a supervisor you understand a set of instructions for a routine procedure?

    a. Complete the task successfully
    b. Nod your head
    c. Say 'I understand.'
    d. All of the above

    _____

    _____

24. Put the adverbs of frequency in the correct columns below:

    • Sometimes

    • Never

    • Always

    • Mostly

Very frequent	Frequent	Less frequent	Infrequent

25. Write two exceptions to the instruction below. An example has been done for you: 'You should usually set up the tables and chairs outside in the morning!'

a. Unless there is a breakfast function.

_____

_____

_____

26. Write three ways to improve the routine procedure below:

Step 1: Let the phone ring at least 5 times before answering

Step 2: Answer the phone and wait for the person to say something.

Step 3: Tell the person to wait while you finish your lunch

Step 4: Say hello!

Step 5: Tell the person you will get a manager

_____

_____

_____

_____

Answers to Written Questions

Respond to instructions given in English – D1.LAN.CL10.02

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. **Complete the sentence with the correct phrasal verb by choosing the best answer: "I _____ at 6am in the morning."**

    Answer: "Get up".

2. **Complete the sentence with the correct phrasal verb: "The supervisor _____ the rubbish every evening."**

    Answer: "Takes out".

3. **What does this gesture mean?**

    Answer: "OK!

4. **What does this gesture mean?**

    Answer: "Not good!"

5. **Write three ways to show you understand a set of instructions.**

    Any one of the following:

    - Nod your head
    - Say "I understand"
    - Repeat what the instructor tells you
    - Complete the task or instructions correctly.

6. **Which question below is an example of an open-ended question?**

    Answer: "What do you do?"

7. **Which question below is a closed question?**

    Answer: "The water goes in first or last?"

8. **Choose the best reply to the statement below confirming you understand what to do: Supervisor: "Could you get started soon?"**

Answer: "Yes, I will begin immediately".

9. **Write three ways of asking someone to repeat something.**

- Could you repeat that, please?

- Could you say that again?

- I didn't catch that. Could you explain it again?

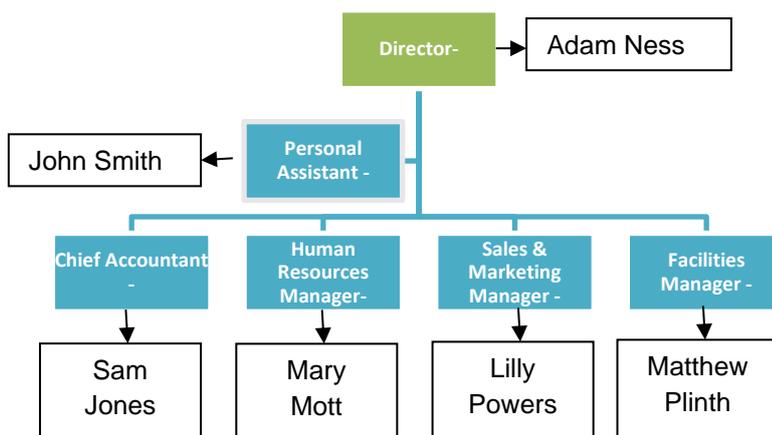**10.** **Put the process below in the correct order. (Write 1, 2 , 3, 4 in the spaces provided)**

In the following order:

2   Then, state your company name and you name and department.

1   First, greet the customer.

4   Say goodbye politely.

3   Ask the customer if they need any help.

11. **Read the text below then label the diagram with the correct names for each position.**
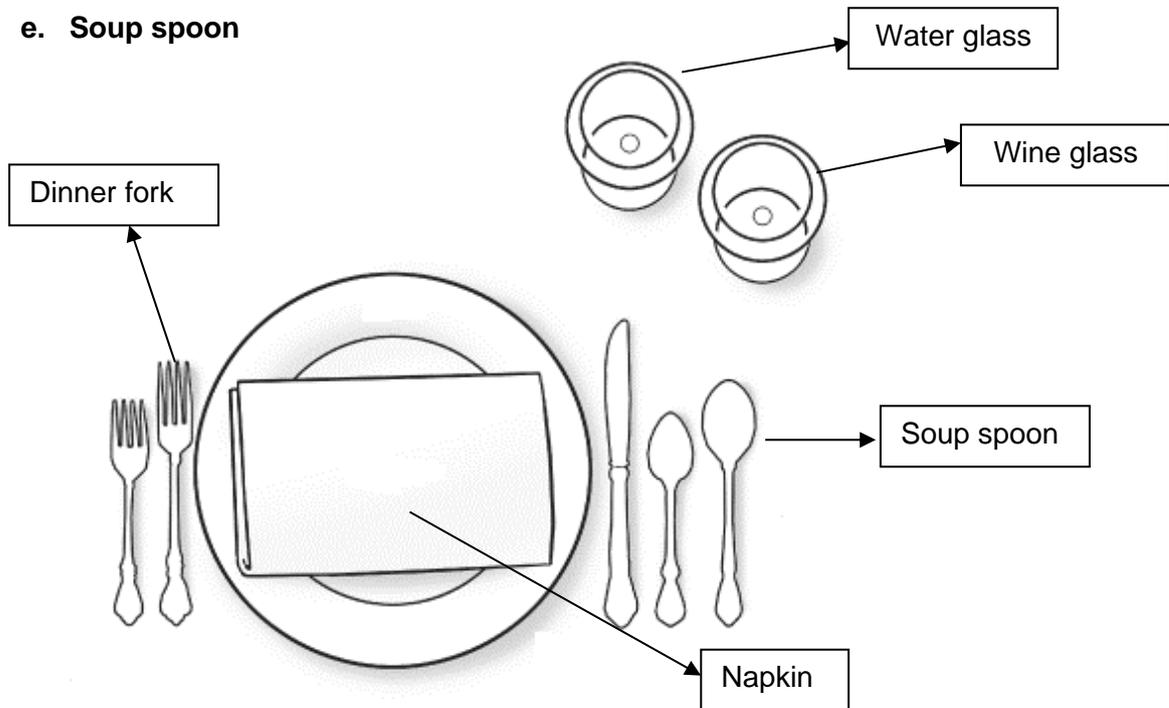
The Director, Mr. Adam Ness, has been with the company for 8 years. His PA, John Smith, is a wonderful team member who understands all the company procedures. In charge of all the finances is Sam Jones. The building is looked after by Mr. Matthew Plinth and the person who brings in the customers is Lilly Powers. The final manager is Mary Mott and she takes care of all the staff and recruitment.

ACME Travel Organisation Chart

12. **Label the diagram below with the correct words. The first one has been done for you.**

   a. **Wine glass**
   b. **Water glass**
   c. **Napkin**
   d. **Dinner fork**
   e. **Soup spoon**

Water glass

Wine glass

Dinner fork

Soup spoon

Napkin

13. **Write a response to the instruction that expresses doubt.**

'Take the children outside to play now!'

Answer: "No, it's raining."

14.   Write a response to the instruction that expresses doubt:

'Use the coffee machine!'

Answer: "I can't" or "No. It's broken!"

15.   What is the problem?

Answer: "It's too heavy"

16.   What is the problem?

Answer: "She is sick."

17. **Choose the correct suggestion: 'It's too heavy.'**

    Answer: "Ask someone to help you."

18. **Choose the correct suggestion: 'I don't understand!'**

    Answer: "Would you like me to explain it again?"

19. **Complete the sentence with the correct modal verb: You _____ always wash your hands when working in the kitchen.**

    Answer: "Should."

20. **Complete the sentence with the correct modal verb: You _____ say hello politely to all guests.**

    Answer: "Must."

21. **Complete the conditional sentence with the correct modal verb: If you eat too much, you_____ be sick! (Definite/certain)**

    Answer: "Will".

22. **Complete the conditional sentence with the correct modal verb: If it rains, we _____ have to cancel the party. (Not definite)**

    Answer: "Might".

23. **How can you show a supervisor you understand a set of instructions for a routine procedure?**

    Answer: "All of the above."

24. **Put the adverbs of frequency in the correct columns below:**

    - **Sometimes**
    - **Never**
    - **Always**
    - **Mostly.**

Very frequent	Frequent	Less frequent	Infrequent
Always	Mostly	Sometimes	Never

25. **Write two exceptions to the instruction below. An example has been done for you: You should usually set up the tables and chairs outside in the morning!**

Answer:

a. Unless there is a breakfast function

b. Unless it is raining

c. Unless there is a special request.

26. **Write three ways to improve the routine procedure below:**

Step 1: Let the phone ring at least 5 times before answering

Step 2: Answer the phone and wait for the person to say something.

Step 3: Tell the person to wait while you finish your lunch

Step 4: Say hello!

Step 5: Tell the person you will get a manager.

1. Answer the phone within 4 rings or less

2. Say hello and use the correct greeting for the time of day

3. Ask the customer how you can help.

(Other appropriate examples may be used)

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Respond to instructions given in English D1.LAN.CL10.02
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Respond positively to a set of verbal instructions
	
	   b) Respond to simple written instructions
	
	   c) Express doubt at being able to carry out instructions
	
	   d) Follow routine procedures
	
	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: Respond positively to a set of verbal instructions		
Acknowledge and respond positively to a set of instructions given in the workplace	❑	❑
Use appropriate body language to indicate understanding	❑	❑
Ask questions to confirm understanding	❑	❑
Element 2: Respond to simple written instructions		
Confirm understanding of supervisor's instructions	❑	❑
Request repetition or clarification of instructions or requests	❑	❑
Complete flowcharts or diagrams to confirm understanding of instructions	❑	❑

Element 3: Express doubt at being able to carry out instructions		
Identify problems associated with completing a set of instructions	❑	❑
Seek and offer solutions to potential problems	❑	❑
Confirm understanding of contingency instructions	❑	❑
Element 4: Follow routine procedures		
Demonstrate understanding of a set of instructions by carrying out a routine job	❑	❑
Explain exceptions to routine procedures	❑	❑
Discuss ways to improve routine procedures	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor	© ASEAN 2012
Strengths:	
Improvements needed:	
General comments:	

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:	
Name of third party:	**Contact no**
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*
Unit of competency:	Respond to instructions given in English D1.LAN.CL10.02

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Responds positively to verbal instructions by acknowledging what has been said, using appropriate body language and asking questions, where needed, to clarify instructions	❑	❑	❑
Responds to written instructions by confirming understanding and, where needed, clarifying instructions	❑	❑	❑
Completes flowcharts or diagrams to confirm understanding of instructions	❑	❑	❑
Identifies problems in complying with a set of instructions and seeks clarification or repetition of instructions, as appropriate	❑	❑	❑
Seeks advice and/or offers suggestions to address potential problems and confirms understanding of contingency instructions	❑	❑	❑
Follows instructions to perform routine work/tasks	❑	❑	❑
Explains exceptions to routine work	❑	❑	❑
Discusses suggestions for improvements to routine work	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:

Third party signature:	Date:
Send to:	

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Respond to instructions given in English	D1.LAN.CL10.02
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: Respond positively to a set of verbal instructions						
Acknowledge and respond positively to a set of instructions given in the workplace						
Use appropriate body language to indicate understanding						
Ask questions to confirm understanding						
Element 2: Respond to customer requests or orders						
Confirm understanding of supervisor's instructions						
Request repetition or clarification of instructions or requests						
Complete flowcharts or diagrams to confirm understanding of instructions						

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: Express doubt at being able to carry out instructions						
Identify problems associated with completing a set of instructions						
Seek and offer solutions to potential problems						
Confirm understanding of contingency instructions						
Element 4: Follow routine procedures						
Demonstrate understanding of a set of instructions by carrying out a routine job						
Explain exceptions to routine procedures						
Discuss ways to improve routine procedures						
Candidate signature:				**Date:**		
Assessor signature:				**Date:**		