

<b>UNIT TITLE:</b> RESPOND TO INSTRUCTIONS GIVEN IN ENGLISH		<b>NOMINAL HOURS:</b> 60
<b>UNIT NUMBER:</b> D1.LAN.CL10.02		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to respond to instructions given in English in the workplace.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Respond positively to a set of verbal instructions</b></p> <p>1.1 Acknowledge and respond positively to a set of instructions given in the workplace</p> <p>1.2 Use appropriate body language to indicate understanding</p> <p>1.3 Ask questions to confirm understanding</p> <p><b>Element 2: Respond to simple written instructions</b></p> <p>2.1 Confirm understanding of supervisor's instructions</p> <p>2.2 Request repetition or clarification of instructions or requests</p> <p>2.3 Complete flowcharts or diagrams to confirm understanding of instructions</p> <p><b>Element 3: Express doubt at being able to carry out instructions</b></p> <p>3.1 Identify problems associated with completing a set of instructions</p> <p>3.2 Seek and offer solutions to potential problems</p>	<p><b>Unit Variables</b></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 the knowledge and skills required to respond to instructions given in English within labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage Service</li> <li>4. Food Production</li> <li>5. Travel Agencies</li> <li>6. Tour Operation</li> </ol> <p>A set of instructions given in the workplace may be verbal or written instructions that may include:</p> <ul style="list-style-type: none"> <li>• chronological to explain the order in which things are to be done</li> <li>• spatial to explain places things are to be put or stored</li> <li>• timeline to explain how long a task should take</li> <li>• policy and procedural instructions to explain, e.g., established safety procedures, or policies on handling a customer complaint</li> <li>• contingency to provide alternative instructions to follow should problems be encountered when carrying out a set of instructions.</li> </ul>	

<p><b>3.3</b> Confirm understanding of <i>contingency instructions</i></p> <p><b>Element 4: Follow routine procedures</b></p> <p><b>4.1</b> Demonstrate understanding of a set of instructions by carrying out a routine job</p> <p><b>4.2</b> Explain exceptions to routine procedures</p> <p><b>4.3</b> <i>Discuss ways to improve routine procedures</i></p>	<p><i>Appropriate body language to indicate understanding</i> may include:</p> <ul style="list-style-type: none"> <li>• nodding of head</li> <li>• picking up the correct equipment or utensil to perform the task.</li> </ul> <p><i>Ways to ask questions to confirm understanding</i> may include ‘open ended’ questions such as:</p> <ul style="list-style-type: none"> <li>• “So I print out the address labels first, then what do I do?”</li> <li>• “Should I send the brochures to all the travel agents listed here?”</li> <li>• “So you want me to store the fruit in the fridge. Is that right?”</li> </ul> <p><i>Ways to confirm understanding</i> may include statements such as:</p> <ul style="list-style-type: none"> <li>• “Yes, I can do that”</li> <li>• “Okay, I’ll do that straight away”</li> <li>• “Fine, I understand. I’ll have that ready for you by tomorrow afternoon”</li> <li>• “Sure, I’ll start on that now”</li> <li>• giving a ‘closed’ statement in response to a question e.g. “Yes” or “No”.</li> </ul> <p><i>Contingency instructions</i> may include using conditional statements such as:</p> <ul style="list-style-type: none"> <li>• “If .... happens, then you should .....”</li> <li>• “If that doesn’t work ..... try .....”</li> <li>• “When ..... happens, then you must .....”.</li> </ul> <p><i>Discuss ways to improve routine procedures</i> may include:</p> <ul style="list-style-type: none"> <li>• using sequence markers e.g. first, then</li> <li>• using adverbs such as: usually, sometimes, often, occasionally.</li> </ul> <p><b>Assessment Guide</b></p> <p>The following skills and knowledge must be assessed as part of this unit:</p> <ul style="list-style-type: none"> <li>• ability to verbally confirm understanding of a set of instructions given in English in the workplace</li> </ul>
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- 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*

<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
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