

# Competency Standard

<b>UNIT TITLE:</b> READ AND WRITE ENGLISH AT A BASIC OPERATIONAL LEVEL		<b>NOMINAL HOURS:</b> 120
<b>UNIT NUMBER:</b> D2.LAN.CL10.01		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to read and write English in the workplace at a basic operational level.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Read and understand basic texts</b></p> <p>1.1 Identify <i>basic English texts</i> in the workplace</p> <p>1.2 Locate specific names and addresses on a list</p> <p>1.3 Compare prices for goods and services</p> <p>1.4 Explain the meaning of <i>signs written in English</i> in the workplace</p> <p>1.5 Check and comprehend <i>timetables and itineraries</i></p> <p>1.6 Read and follow a <i>simple set of instructions</i></p> <p>1.7 Read and understand a <i>simple workplace related message</i> which may be handwritten or in the form of an e-mail</p> <p><b>Element 2: Write basic workplace texts</b></p> <p>2.1 Complete relevant <i>forms</i></p> <p>2.2 Write a short <i>workplace message</i></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 all industry sectors within the 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><i>Basic English texts</i> in the workplace may include:</p> <ul style="list-style-type: none"> <li>• Forms such as registration forms, order forms, delivery forms</li> <li>• Passports</li> <li>• Safety signs and notices</li> </ul>	

<p><b>2.3</b> Write a simple set of instructions including <i>important details</i></p> <p><b>2.4</b> Write names and addresses legibly with correct spelling</p> <p><b>2.5</b> Write an invitation including important details</p>	<ul style="list-style-type: none"> <li>• Simple messages and e-mails</li> <li>• Simple instructions</li> <li>• Timetables, timesheets</li> <li>• Catalogues and price lists</li> <li>• Stock labels and expiry dates.</li> </ul> <p><i>Signs written in English</i> may include:</p> <ul style="list-style-type: none"> <li>• Exit</li> <li>• Stairs</li> <li>• Danger</li> <li>• Staff only</li> <li>• Cleaning in progress.</li> </ul> <p><i>Timetables and itineraries</i> may include information about:</p> <ul style="list-style-type: none"> <li>• Tram, train, aircraft, bus, ferry arrival and departure times</li> <li>• Accommodation details, including location and length of stay</li> <li>• Meals</li> <li>• Organised trips and free time.</li> </ul> <p><i>Forms</i> may include:</p> <ul style="list-style-type: none"> <li>• Forms requiring personal details</li> <li>• Timesheets</li> <li>• Incident and accident report forms</li> <li>• Delivery forms.</li> </ul>
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*A simple set of instructions may include:*

- Instructions on what needs to be photocopied
- The order in which jobs need to be done
- Instructions on how and where things are to be stored.

*A simple workplace related message may include:*

- Details about a item not working, such as an air conditioning unit
- A request for time off work
- Reasons for being late.

*Important details may include:*

- Information which is essential such as places, times and dates, details about quantities, venue details, people involved
- Such as date, time, place and *RSVP (response) details*.

*RSVP (response) details* relate to information about the means by which one is expected to accept or decline an invitation politely. This may include:

- Phone numbers
- E-mail addresses
- Postal addresses.

### **Assessment Guide**

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

- The enterprise's policies and procedures in regard to reading and completing workplace forms in English
- Ability to identify basic workplace texts
- Ability to locate specific information such as names and addresses
- Ability to interpret timetables and itineraries
- Ability to read and write a set of simple instructions related to the workplace

- Ability to include important details in messages, instructions and invitations
- Ability to comprehend signs in English in the workplace
- Ability to use correct spelling and to write legibly.

**Linkages To Other Units**

- Read and interpret basic instructions, directions and/or diagrams
- Receive and store stock
- Build and maintain a team approach to service delivery
- Write a short message in English.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Understanding of the various types of basic English texts likely to be encountered in the workplace
- Demonstrated ability to comprehend and complete forms correctly in English
- Demonstrated ability to read and comprehend a simple set of instructions in English
- Demonstrated ability to write basic English texts legibly, using correct spelling
- Demonstrated ability to read and send simple e-mail or handwritten messages in English to a colleague.

**Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration 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.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace, suitably qualified English as a second language (ESL) teachers; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

<b>Key Competencies in this Unit</b>		
<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>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	1	Comprehend individual and group itineraries
Communicating ideas and information	1	Write simple messages to colleagues
Planning and organising activities	1	Follow a set of simple written instructions
Working with others and in teams	1	Write an apology note for non-attendance at a meeting
Using mathematical ideas and techniques	1	Compare prices and costs
Solving problems	1	Offer alternative times and dates for a meeting
Using technology	1	Send simple e-mail message to a colleague