

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	
<p>Element 1: Respond positively to a set of verbal instructions</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>Element 2: Respond to simple written instructions</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>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 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"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation. <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"> • Chronological to explain the order in which things are to be done • Spatial to explain places things are to be put or stored • Timeline to explain how long a task should take 	

<p>Element 3: Express doubt at being able to carry out instructions</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>3.3 Confirm understanding of <i>contingency instructions</i></p> <p>Element 4: Follow routine procedures</p> <p>4.1 Demonstrate understanding of a set of instructions by carrying out a routine job</p> <p>4.2 Explain exceptions to routine procedures</p> <p>4.3 <i>Discuss ways to improve routine procedures</i></p>	<ul style="list-style-type: none"> • 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. <p><i>Appropriate body language to indicate understanding</i> may include:</p> <ul style="list-style-type: none"> • Nodding of head • Picking up the correct equipment or utensil to perform the task. <p><i>Ways to ask questions to confirm understanding</i> may include ‘open ended’ questions such as:</p> <ul style="list-style-type: none"> • “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?” <p><i>Ways to confirm understanding</i> may include statements such as:</p> <ul style="list-style-type: none"> • “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”. <p><i>Contingency instructions</i> may include using conditional statements such as:</p> <ul style="list-style-type: none"> • “If happens, then you should” • “If that doesn’t work try” • “When happens, then you must”. <p><i>Discuss ways to improve routine procedures</i> may include:</p>
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- 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