



Develop new products and services

D1.HCS.CL6.07

Assessor Manual



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Assessor Manual



**William
Angliss
Institute**

Specialist centre
for foods, tourism
& hospitality

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Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	19
Written Questions	25
Answers to Written Questions	33
Observation Checklist	45
Third Party Statement	49
Competency Recording Sheet	53

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: DEVELOP NEW PRODUCTS AND SERVICES		NOMINAL HOURS: 50
UNIT NUMBER: D1.HCS.CL6.07		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to develop new products and services in a range of settings within the hotel industries		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1 Analyse market</p> <p>1.1 <i>Target markets</i> are identified in accordance with enterprise marketing and merchandising policies</p> <p>1.2 <i>Analyse market competition</i></p> <p>1.3 Client requirements are monitored informally in order to evaluate <i>market trends</i> and client needs</p> <p>1.4 New products and services are identified</p> <p>1.5 Opportunities to improve sales and services are identified</p> <p>1.6 Product and service range is monitored to identify the demand for individual items and seasonal variations</p> <p>1.7 Product and service range is planned</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 developing and implementing business plans within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Food and Beverage Service 2. Food Production. <p><i>Target markets</i> may include:</p> <ul style="list-style-type: none"> • Any group within the community, including those with particular nutritional or dietary needs and interests • Young people • Older people • Infants/children/adolescents • Prison populations • Defence forces 	

<p>Element 2 Evaluate market trends in food production and/or food and beverage service</p> <p>2.1 Identify and access <i>information sources</i> on market trends in food production and/or food and beverage service</p> <p>2.2 Evaluate <i>market trends</i> for relevance to the enterprise current and potential markets</p> <p>2.3 Identify and access <i>relevant information</i> to assist development of new products or services</p> <p>Element 3 Create products or services based on market analysis and within budgetary constraints</p> <p>3.1 Incorporate relevant market trends into food service and menu planning</p> <p>3.2 Develop products and services to take account of market trends</p> <p>3.3 Develop products and services to take account of <i>enterprise operational constraints or limitations</i></p> <p>3.4 Construct products and services to meet profitability targets</p> <p>Element 4 Monitor sales performance of products and services</p> <p>4.1 <i>Evaluate new products and/or services</i> in consultation with <i>stakeholders</i></p> <p>4.2 Analyse products and services in terms of <i>business objectives</i></p> <p>4.3 Adjust products and services based on feedback and profitability</p>	<ul style="list-style-type: none"> • Athletes • Health care customers • People from specific cultural or religious groups • People from different socio-economic groups. <p><i>Analyse market competition</i> may include consideration of:</p> <ul style="list-style-type: none"> • Location • Product and service mix • Packaging or presentation • Quality factors, such as time, cost, variations • Access • Continuity. <p><i>Market trends</i> may relate to:</p> <ul style="list-style-type: none"> • Contemporary eating habits • Media influence • Cultural and ethnic influences • Seasonal and popular influences • Major events and festivals. <p>Information sources may include</p> <ul style="list-style-type: none"> • Peers • Internet • Official statistics • Government agencies • Industry associations • Business advisory services
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- Financial institutions
- Industry publications.

Relevant information may include:

- Current performance data
- Sales and contracts
- Forecasted trends and opportunities
- Available resource commitments and capacity.

Enterprise operational constraints or limitations may relate to:

- Capabilities and resources
- Cost
- Target market.

Evaluate new products and/or services may relate to:

- Key performance indicators, e.g. Demand patterns, sales, return on investment
- Customer feedback
- Employee feedback.

Stakeholders may include:

- Customers
- Employees
- Owners
- Suppliers
- Strategic alliance partners.

Business objectives may include:

- Sales figures

- Revenues
- Delivery times
- Service standards.

Assessment Guide

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

- Different types and styles of products and services for different type of food outlets
- Historical development of menus, modern trends in menus
- Current food trends, typical cultural and ethnic dining influences
- Product knowledge of commodities required to meet menu needs of particular target groups, seasonal products
- Costing and budgeting techniques associated with developing new products and services
- Sources of information on food service trends
- Basic market research techniques in specific relation to food service preferences and trends.

Linkages To Other Units

- Plan and manage menu-based catering
- Organise food service operations
- Design meals to meet specific dietary or cultural needs
- Design meals to meet specific market requirements.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to undertake detailed, thorough and appropriate analyses of both internal and external business environments to provide a sound basis for the development of new products and services
- Ability to conduct market research, identify current and relevant trends
- Ability to cost new products and services within budgets
- Preparation of new products and services meeting the needs of a range of different target markets
- Demonstrated ability to collect and analyse financial performance information
- Consistency of performance across a range of situations that demonstrates knowledge, understanding and skill in implementing the principles and practices of developing new products and services.

Context of Assessment

This unit may be assessed on or off the job

- Assessment should include project or work activities that allow the candidate to develop multiple menus to meet a range of target markets for various catering operations or hospitality outlets
- Assessment must relate to the individual's work area, job role and area of responsibility and require the candidate to use current industry data and market trend information.

Resource Implications

Training and assessment to include access to a real or simulated commercial environment in which the new products or services can be implemented; 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:

- 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

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	2	Analyse market research information; research and analyse menus, recipes
Communicating ideas and information	2	Write menus and product descriptions
Planning and organising activities	2	Plan sequence of food in menus, plan menus for a period of time and for different purposes
Working with others and in teams	2	Consult colleagues on possible menu options

	Using mathematical ideas and techniques	2	Calculate costs of menus, work within budgets
	Solving problems	2	Deal with problems such as special needs of different customer groups while maintaining traditional customer base
	Using technology	2	Identify and analyse the optimum use of technology to achieve business objectives

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop new products and services D1.HCS.CL6.07
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. Why do products and services need to be updated or replaced on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>
2. What areas would you research when undertaken when examining the 'internal environment'?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Where do customer 'expectations' come from?	<input type="checkbox"/>	<input type="checkbox"/>
4. What are the differences between 'products' and 'services'?	<input type="checkbox"/>	<input type="checkbox"/>
5. How can you generate ideas for new products or services?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Why is it important to understand the 'lifecycle' of a product or service?	<input type="checkbox"/>	<input type="checkbox"/>
7. Which is easier to plan for – products or services? Why?	<input type="checkbox"/>	<input type="checkbox"/>
8. Why is it important to understand global and local hospitality trends?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. Why is it important to identify environmental trends that affect the industry? What is an example of an environmental trend?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is it important to 'screen' ideas for possible new products and services? How do you do this?	<input type="checkbox"/>	<input type="checkbox"/>
11. What are popular styles of food and beverage service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. How can you identify food and beverage trends?	<input type="checkbox"/>	<input type="checkbox"/>
13. Why is it important to establish checklists when introducing new products and services?	<input type="checkbox"/>	<input type="checkbox"/>
14. What are some considerations when deciding on prices for new products and services?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Why is feedback important when evaluating how successful new products and services have been? Who can you get feedback from?	<input type="checkbox"/>	<input type="checkbox"/>
16. What are ways to monitor and measure how successful the implementation of new products and services have been?	<input type="checkbox"/>	<input type="checkbox"/>
17. Why are changes to new products and services normal?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Develop new products and services – D1.HCS.CL6.07

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What are examples of 'generic' market segments?

2. What are examples of 'hospitality' market segments?

3. What is a 'SWOT Analysis'? What does it aim to identify?

4. Part of a market analysis is to understand the 'competitive situation'. What would you like to find out about competitors when conducting research?

5. What are generic needs all customers have?

6. What are some needs 'business' customers may have?

7. What are examples of products in the hospitality industry?

8. What are examples of hospitality services?

9. What are ways to determine if there is an opportunity for improvement in relation to services of sales?

10. Why is it a good idea to involve staff when looking for ways to improve services or sales?

11. What are the four stages of a product or service 'lifecycle'?

12. What are ways to identify demand for products or services?

13. What are some product considerations that need to be planned when implementing new products into a business?

14. What are the four characteristics of service?

15. What are various sources of information to identify market trends?

16. In what ways is the use of the internet a great way to identify market trends?

17. What are various types of industry statistics that can be gathered?

18. Why is it important to understand areas of customer demand?

19. What are possible risks when developing new products and services?

20. What are the steps associated with developing products and services?

21. What are different types of food meal periods?

22. What are some considerations that need to be thought through when developing menus?

23. What are some examples of global food trends?

24. What are some examples of global beverage trends?

25. What are some organisational requirements that need to be considered when developing products or services?

26. How can you communicate customer service standards to staff?

27. What are some costs associated with introducing new products or services?

28. What are some areas that can be evaluated when determining how successful new products or services have been?

29. What are types of business objectives that may be identified with which to compare new products and services against?

30. What are possible changes that can be made to new products or services to improve the 'offering' to customers?

Answers to Written Questions

Develop new products and services – D1.HCS.CL6.07

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 examples of 'generic' market segments?

- Age
- Infants, children, teenagers, mature adults, senior citizens
- Social background
- Ranges from the upper crust of society to people of more modest upbringing.
- Economic background
- High income earners through middle to low income earners.
- Cultural background
- Variety of religious beliefs and customs
- Special interests
- Purpose for their holiday, sporting interest, athletes
- Physical and mental abilities
- Dietary needs.

2. What are examples of 'hospitality' market segments?

- Business:
 - FIT (Free Independent Travellers) who arrange their own accommodation
 - Member of a corporation who has a special rate with an organisation.
 - Conference or event guest within a hotel
- Leisure:
 - FIT (Free Independent Travellers) who arrange their own accommodation
 - Tours/coach groups
 - Honeymooners
 - Families
 - Elderly
- Religious
- Sporting.

3. What is a 'SWOT Analysis'? What does it aim to identify?

SWOT analysis to gain an understanding of what is happening both external and internal to the business and the effect it will have on the business. This process ultimately tries to identify:

- Strengths – what the business does well
- Weaknesses – what the business can improve upon
- Opportunities – where the business can improve or take advantage
- Threats – where the business may become disadvantaged, weakened or susceptible.

4. Part of a market analysis is to understand the 'competitive situation'. What would you like to find out about competitors when conducting research?

- Industry structure - type of competition, marketing methods, new entrants, mergers, competitive arrangements
- The geographic market in which they compete
- Their current marketing performance
- Their competitive position (growing, contracting)
- Strengths and weaknesses, and vulnerabilities of each significant competitor
- Their objectives and competitive strategies
- Industry profitability - financial and non-financial barriers to entry, relative performance of individual companies, volume, source of and cost of investment, effect and return on investment of changes in price.

5. What are generic needs all customers have?

- Value for money
- 'Offering' reflecting what was advertised
- Expectations met or exceeded (see below)
- To feel respected
- To feel welcomed
- To be served by friendly staff
- To be dealt with in a prompt and courteous manner
- To receive assistance when necessary
- To be in comfortable, clean surroundings
- To feel remembered and recognised
- To be heard and understood.

6. What are some needs 'business' customers may have?

- Computer and internet access
- Newspapers
- Executive lounges
- Laundry services
- Business or executive centre.

7. What are examples of products in the hospitality industry?

Guest rooms:

- Comfortable bed
- Extensive range of television channels
- Access to movies
- High speed internet access
- Free local calls
- Use of local smart phone
- Amble space
- Sound proof rooms
- Individual cooling and heating controls
- Alarm clock
- Coffee maker or complimentary coffee
- Iron and ironing board
- Full length mirror

Bathroom:

- Bath
- Shower
- Full range of amenities
- Hair dryer

Hotel Facilities:

- Gymnasium
- Pool and Spa
- Golf course/recreation
- Business facilities
- Bar
- Restaurant
- Transportation services

- Executive lounge
- Access to public transport.

8. What are examples of hospitality services?

- 24-hour Concierge
- Valet Parking
- 24-hour Room Service
- Signature gift and sundry shop
- Guest-chosen daily newspaper delivery
- Business services
- Laundry and dry cleaning services
- Complimentary shoeshine service
- Limousine and rental car service
- Car detailing
- Local tours
- Interpretation services
- Travel agent services
- Restaurant and theatre bookings.

9. What are ways to determine if there is an opportunity for improvement in relation to services of sales?

- Observing what occurs in the workplace
- Develop and use a checklist to guide what you observe
- Involve workers in your observations
- Analyse documentation
- Being advised by management/owners
- Monitoring the external business environment
- Making 'improvement/continuous improvement (CI)' a standing topic in every staff meeting
- Involving staff.

10. Why is it a good idea to involve staff when looking for ways to improve services or sales?

It has several benefits including:

- It demonstrates your willingness to collaborate with staff and include them in the process
- It shows you value their experiences and opinions

- It provides a different perspective on what is observed as well as contributing another orientation as to why it is occurring
- Workers in the area are usually best placed to make recommendations about what needs to be done to fix any identified problems
- Staff will be the people who will need to implement the change so getting them on board, having a degree of ownership and enthusiasm toward the required change is paramount.

11. What are the four stages of a product or service 'lifecycle'?

- Market introduction
- Market growth
- Market maturity
- Sales decline.

12. What are ways to identify demand for products or services?

- Observation
- Conduct a trial run
- Place an advertisement
- Sales records
- Suppliers
- Industry associations
- Journals and articles
- Other hotels in the chain
- Competitors
- Feasibility study.

13. What are some product considerations that need to be planned when implementing new products into a business?

Product line decisions:

- Individual product or product line compatibility
- Product line - set of products that are closely related
- Product line depth and breadth
- Convenience, impulse, emergency, staples
- Shopping
- Unsought, newly unsought, regularly unsought
- Speciality.

Packaging:

- Opportunity to promote the product
- Opportunity to protect the product
- Improve the basic product.
- Warranties
- Warranty
- Covered by both common and statutory laws
- Goods must be of merchantable quality and fit for the purpose.

Branding:

- Provides identification and differentiation
- Makes shopping easier for the consumer
- Acts as a cue and a source of information to the customer
- Develops a relationship with the customer
- Adds value to the product in the customer's mind (brand equity)
- Gain good shelf space – widespread distribution
- Consistent quality is guaranteed
- Price can be high enough to support branding.
- Brand rejection
- Brand non-recognition
- Brand recognition
- Brand preference
- Brand insistence
- Individual versus family versus generic brands.

14. What are the four characteristics of service?

- Intangibility
- Inseparability
- Perishability
- Variability.

15. What are various sources of information to identify market trends?

- Colleagues, supervisors and managers
- Representatives
- Developing your own industry network
- Conferences and seminars
- Product launches

- Trade magazines
- Hotel School publications
- Newsletters
- Brochures
- Advertisements
- Reference books
- Internet
- Government bodies.

16. In what ways is the use of the internet a great way to identify market trends?

Answers will be varied.

17. What are various types of industry statistics that can be gathered?

- Types of tourism and tourism businesses
- Types and demographics of customers
- Top destinations
- Hotel occupancy percentages
- Reasons for stays
- Current industry information
- Destination countries
- Departure months
- Length of stay
- Type of organisation for the trip
- Transport mode
- Accommodation type
- Expenditure
- Popular tourist attractions.

18. Why is it important to understand areas of customer demand?

Answers will be varied.

19. What are possible risks when developing new products and services?

- Developing a new product or service first and hoping it will sell
- Financial risks - market research, staff consultation, market trial/testing
- Duplication from competitors
- The time taken to develop new products or services, particularly in fast moving industries.

20. What are the steps associated with developing products and services?

- Idea generation
- Screening
- Idea evaluation
- Development - technical and commercial
- Commercialisation.

21. What are different types of food meal periods?

- Breakfast
- Continental
- English breakfast
- American
- Eastern
- Morning Tea
- Brunch
- Lunch
- Afternoon Tea
- High Tea
- Dinner
- Supper.

22. What are some considerations that need to be thought through when developing menus?

- Personal likes and preferences of the owner/manager
- Equipment available in the kitchen
- Staff skills
- Historic records
- Market research
- Seasonal offering
- Staff numbers
- Contractual requirements
- Demographic considerations
- Local produce.

23. What are some examples of global food trends?

Answers will be varied.

24. What are some examples of global beverage trends?

Answers will be varied.

25. What are some organisational requirements that need to be considered when developing products or services?

- Access and equity principles and practices
- Maintaining ethical standards
- Meeting goals, objectives, plans, systems and processes
- Legislated obligations
- Management and accountability channels
- Manufacturer's and operational specifications
- OSH policies, procedures and programs
- Quality assurance and continuous improvement processes and standards.

26. How can you communicate customer service standards to staff?

- SOPs (standard Operating Procedures)
- Job Descriptions
- Task Sheets
- Orientation programs
- Formal meetings
- Staff briefings at the start and end of shifts
- Training sessions
- Observation and mentoring
- Informal communication during a shift.

27. What are some costs associated with introducing new products or services?

- Closure of revenue generation outlets or rooms
- Refurbishment costs
- Purchase of furniture, fixtures and equipment
- Removal of old equipment
- Project management planning and implementing costs
- Purchase of new supplies including food, beverages, furnishings or amenities
- Employment of staff
- Training of staff

- Promotional materials and activities to make customers aware of new offerings
- Loss of productivity until people come 'up to speed' with how to deliver new products or services.

28. What are some areas that can be evaluated when determining how successful new products or services have been?

- The procedures or systems
- The workflow – that is the order in which things are done
- Whether or not there are gaps or overlaps in service provision
- The workload of staff – that is whether they are under-worked or over-worked at different times
- The time it takes to do a task or job
- Job design – that is whether jobs are challenging or interesting enough for staff
- Level of customer satisfaction with the service or product provided.
- Cost
- Level of interest created
- Demand patterns
- Ease of implementation
- Increase in sales or leads
- Return on investment.

29. What are types of business objectives that may be identified with which to compare new products and services against?

Business objectives may be related to:

- Quantity
- Quality
- Time
- Sales figures
- Profitability
- Customer satisfaction
- Service standards.

30. What are possible changes that can be made to new products or services to improve the 'offering' to customers?

- Removing the product or service if it is not successful
 - Reducing or expanding the product or service range
 - Amending product or service inclusions
 - Changing or enhancing the promotional message
 - Establishing additional or revised pre-programmed decisions to address shortcomings or problems
 - Providing training to staff to improve service provision
 - Revising the allocation of duties to staff
 - Buying new equipment, or more equipment or different equipment
 - Making changes to establishment policies and standard operating procedures (SOPs)
 - Increasing staff numbers
 - Changing operating/trading times
 - Changing layout of the premises/department
 - Organising more information for customers
 - Changing prices to meet customer demands whilst still meeting financial expectations.
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Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Develop new products and services D1.HCS.CL6.07
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) Analyse market b) Evaluate market trends in food production and/or food and beverage service c) Create products or services based on market analysis and within budgetary constraints d) Monitor sales performance of products and services 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: Analyse market		
Target markets are identified in accordance with enterprise marketing and merchandising policies	<input type="checkbox"/>	<input type="checkbox"/>
Analyse market competition	<input type="checkbox"/>	<input type="checkbox"/>
Client requirements are monitored informally in order to evaluate market trends and client needs	<input type="checkbox"/>	<input type="checkbox"/>
New products and services are identified	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to improve sales and services are identified	<input type="checkbox"/>	<input type="checkbox"/>
Product and service range is monitored to identify the demand for individual items and seasonal variations	<input type="checkbox"/>	<input type="checkbox"/>
Product and service range is planned	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Evaluate market trends in food production and/or food and beverage service		
Identify and access information sources on market trends in food production and/or food and beverage service	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate market trends for relevance to the enterprise current and potential markets	<input type="checkbox"/>	<input type="checkbox"/>
Identify and access relevant information to assist development of new products or services	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Create products or services based on market analysis and within budgetary constraints		
Incorporate relevant market trends into food service and menu planning	<input type="checkbox"/>	<input type="checkbox"/>
Develop products and services to take account of market trends	<input type="checkbox"/>	<input type="checkbox"/>
Develop products and services to take account of enterprise operational constraints or limitations	<input type="checkbox"/>	<input type="checkbox"/>
Construct products and services to meet profitability targets	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Monitor sales performance of products and services		
Evaluate new products and/or services in consultation with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>
Analyse products and services in terms of business objectives	<input type="checkbox"/>	<input type="checkbox"/>
Adjust products and services based on feedback and profitability	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to student and trainer/assessor		
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:	<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:	Develop new products and services D1.HCS.CL6.07		
<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
Element 1: Analyse market			
Target markets are identified in accordance with enterprise marketing and merchandising policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse market competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Client requirements are monitored informally in order to evaluate market trends and client needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New products and services are identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Opportunities to improve sales and services are identified	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product and service range is monitored to identify the demand for individual items and seasonal variations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Product and service range is planned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response)</i>	Yes	No	Not sure
Element 2: Evaluate market trends in food production and/or food and beverage service			
Identify and access information sources on market trends in food production and/or food and beverage service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate market trends for relevance to the enterprise current and potential markets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify and access relevant information to assist development of new products or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Create products or services based on market analysis and within budgetary constraints			
Incorporate relevant market trends into food service and menu planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop products and services to take account of market trends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop products and services to take account of enterprise operational constraints or limitations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construct products and services to meet profitability targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Monitor sales performance of products and services			
Evaluate new products and/or services in consultation with stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyse products and services in terms of business objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust products and services based on feedback and profitability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	Develop new products and services	D1.HCS.CL6.07
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: Analyse market						
Target markets are identified in accordance with enterprise marketing and merchandising policies						
Analyse market competition						
Client requirements are monitored informally in order to evaluate market trends and client needs						
New products and services are identified						
Opportunities to improve sales and services are identified						
Product and service range is monitored to identify the demand for individual items and seasonal variations						
Product and service range is planned						
Element 2: Evaluate market trends in food production and/or food and beverage service						
Identify and access information sources on market trends in food production and/or food and beverage service						
Evaluate market trends for relevance to the enterprise current and potential markets						
Identify and access relevant information to assist development of new products or services						

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Create products or services based on market analysis and within budgetary constraints						
Incorporate relevant market trends into food service and menu planning						
Develop products and services to take account of market trends						
Develop products and services to take account of enterprise operational constraints or limitations						
Construct products and services to meet profitability targets						
Element 4: Monitor sales performance of products and services						
Evaluate new products and/or services in consultation with stakeholders						
Analyse products and services in terms of business objectives						
Adjust products and services based on feedback and profitability						
Candidate signature			Date			
Assessor signature			Date			

William
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Specialist centre
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