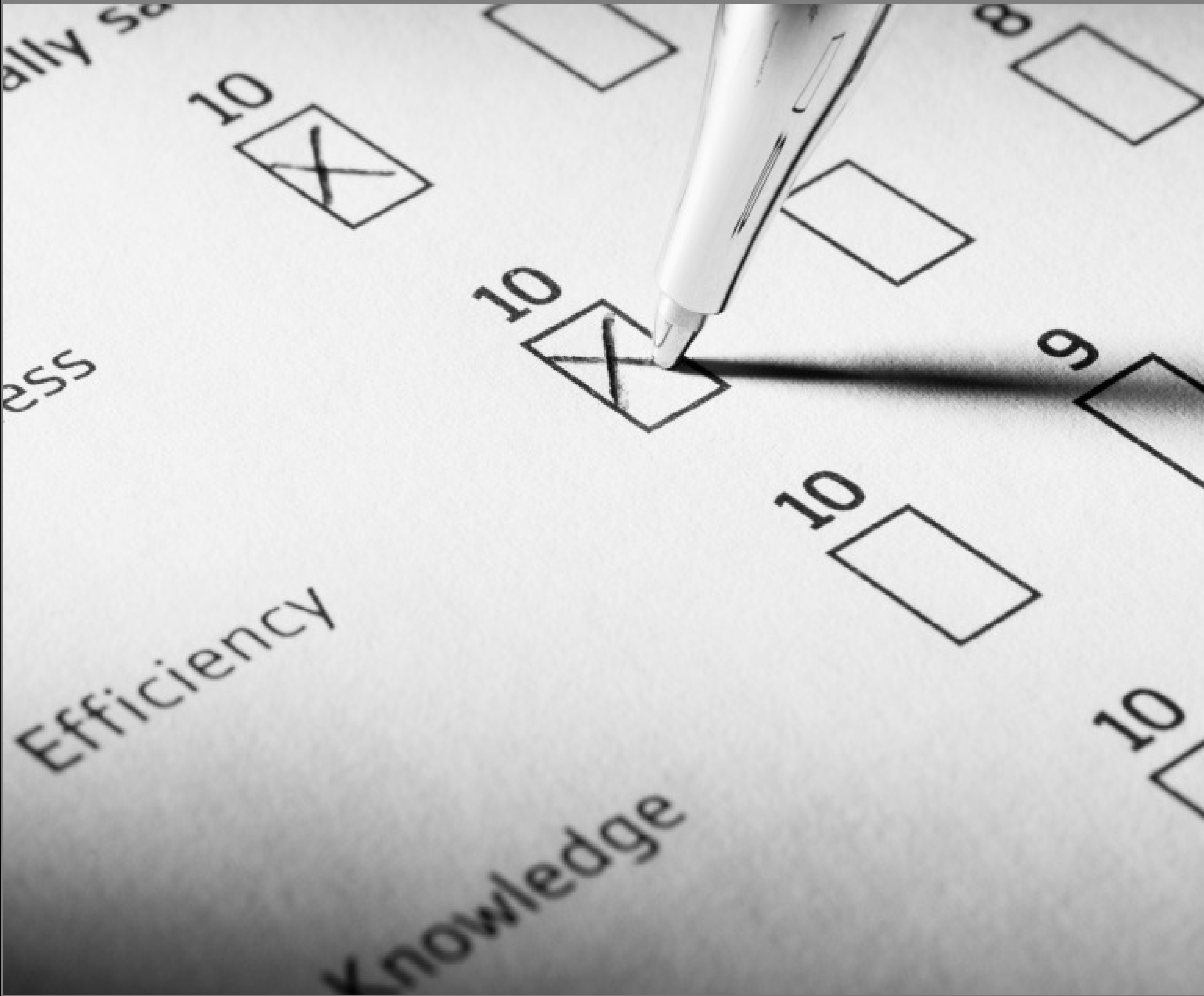
Gather and present product information

D1.HGE.CL7.02
D1.HGA.CL6.04

Assessor Manual



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William Angliss Institute
Specialist centre for foods, tourism & hospitality

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Assessor Manual

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

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Table of Contents

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
- Case Studies

- 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

<table>
<tr><td colspan="2">UNIT TITLE: GATHER AND PRESENT PRODUCT INFORMATION</td><td>NOMINAL HOURS: 25</td></tr>
<tr><td colspan="3">UNIT NUMBER: D1.HGE.CL7.02 D1.HGA.CL6.04</td></tr>
<tr><td colspan="3">UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to gather and present product information in a range of settings within the hotel industries</td></tr>
<tr><td>ELEMENTS AND PERFORMANCE CRITERIA</td><td colspan="2">UNIT VARIABLE AND ASSESSMENT GUIDE</td></tr>
<tr><td>Element 1. Gather and organise information
1.1 Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements and relevant legislation codes and standards
1.2 Access and assess information held by the organisation for accuracy and relevance in line with established organisational requirements
1.3 Ensure methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements
1.4 Use business technology to access, organise and monitor information in accordance with organisational requirements
1.5 Update, modify, maintain and store information in accordance with organisational requirements</td><td colspan="2">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 manage payroll records within the labour divisions of the hotel and travel industries and may include:
1. Food and Beverage Service
2. Food Production
3. Front Office
4. Housekeeping
Information may include:
• Correspondence, such as faxes, memos, letters, email
• Computer databases, such as library catalogue, customer records
• Computer files, including letters, memos and other documents
• Sales records, such as monthly forecasts, targets achieved
• Forms, such as insurance forms, membership forms
• Invoices from suppliers, to debtors</td></tr>
</table>

Element 2. Research and analyse information **2.1** Define *objectives of research* clearly and consistently with organisational requirements **2.2** Ensure data used in research is valid and relevant to research purposes **2.3** Ensure *research strategies* are appropriate to the requirements of the research and make efficient use of available resources **2.4** Ensure m*ethods of data analysis* are reliable and suitable to research purposes **2.5** Ensure assumptions used in analyses are clear, justified and consistent with research objectives **2.6** Ensure conclusions are supported by evidence and contribute to the achievement of the *organisation's goals and objectives* **Element 3. Present information** **3.1** Present recommendations and issues in an appropriate format, style and structure using suitable business technology **3.2** Ensure structure and format of reports are clear and conform to organisational requirements **3.3** Report and distribute research findings in accordance with organisational requirements **3.4** Obtain *feedback* and comments on suitability and sufficiency of findings in accordance with organisational requirements	• Personnel records containing personal details, salary rates • Information on training needs • Marketing reports/plans/budgets • Financial figures • Production targets. *Organisational requirements* may include: • Quality assurances and/or procedures manuals • Security and confidentiality requirements • Legal and organisational policy/guidelines and requirements • Management and accountability channels • Code of conduct/code of ethics • Procedures for updating records • Occupational safety and health policies, procedures and programs • Information protocols • Goals, objectives, plans, systems and processes • Business and performance plans • Anti-discrimination and related policy • Ethical standards • Defined resource parameters. *Relevant legislation, codes and national standards* may relate to: • Award and enterprise agreements and relevant industrial instruments • Relevant legislation from all levels of government that affects business operation, especially in regard to occupational safety and health and environmental issues, equal opportunity, industrial relations and anti-discrimination • Relevant industry codes of practice.

	Methods of collecting information may include: • Interviews with colleagues/customers • Recruitment applications and other forms • Information from other organisations • Previous file records • Observation and listening • Checking written material, including referrals and client files • Questioning through in person or indirect means • Individual research • Checking research provided by others. *Business technology* may include: • Photocopier • Computer • Email • Internet/extranet/intranet • Answering machine • Fax machine • Telephone. *Objectives of research* may include: • Hypothesis testing • Situational diagnosis • Identification of trends • Process mapping • Comparative analysis • Industry pricing policies.

	Research strategies may include: • Interviewing colleagues and clients • Focus groups • Data analysis • Product sampling • Documentation reviews. *Methods of data analysis* may include: • Feedback on results • Review of previous research • Peer review • Data sampling • Statistical analysis. *Organisation's goals and objectives* may relate to: • Organisational values and behaviours • Flexibility, responsiveness • Financial performance • Work procedures and/or procedures manuals • People management • Interpersonal communication • Business planning • Marketing and customer service • Organisational values and behaviours • Work procedures and quality assurance manuals.

	Feedback may be obtained from: • Customer satisfaction questionnaires • Audit documentation and reports • Quality assurance data • Returned goods • Comments from clients and colleagues. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Ability to present information and data • Ability to maintain and handle data and documents systematically • Ability to review data for relevance and accuracy • Ability to analyse and interpret data to support organisational activities • Ability to distribute information in an effective manner to gain access to a wider audience • Ability to clarify assumptions to assess validity of conclusions. **Linkages To Other Units** • Work effectively with colleagues and customers • Work in a socially diverse environment • Manage and implement small projects • Develop and implement a business plan • Plan and establish systems and procedures.

	Critical Aspects of Assessment Evidence of the following is essential: • Demonstrated understanding of organisation's business and structure and ability to apply knowledge of organisational policies and procedures relating to distribution of workplace information including legal and ethical obligations • Demonstrated ability to use established research methods to identify new sources of information and identify patterns and trends and use such information efficiently and effectively • Demonstrated ability to develop a solution that meets business/client requirements after consideration of analysed information • Demonstrated ability to prepare reports that present product information in a concise and comprehensive manner. **Context of Assessment** This unit may be assessed on or off the job: • Assessment must relate to the individual's work area, job role and area of responsibility • Assessment activities that require that candidate to gather and present product information • Assessment activities that require the candidate to apply a knowledge of relevant legislation and organisation policies and procedures in order to gather and present product information. **Resource Implications** Training and assessment to include access to a real or simulated workplace that provides the candidate with an opportunity to demonstrate application of knowledge of legislation and enterprise processes and procedures related to gathering and presenting product information; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations.

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
- 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	Gather information from relevant sources of information to present product information
Communicating ideas and information	2	Prepare and present product information
Planning and organising activities	2	Plan presentation; organise research
Working with others and in teams	2	Work together with team to complete scheduled tasks

	Using mathematical ideas and techniques	-	
	Solving problems	3	Identify workable solution for the identified problem through research and analysis
	Using technology	1	Use technology to research information and prepare presentations and/or reports

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Gather and present product information D1.HGE.CL7.02 D1.HGA.CL6.04
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 can you access and assess information held by the organisation for accuracy and relevance to your job?	❑	❑
2. How can you ensure methods of collecting information are reliable and make efficient use of resources?	❑	❑

Questions	Response	
	PC	NYC
3. How can you use business technology to access, organise and monitor information that can improve operations?	❑	❑
4. How can you ensure information is updated, maintained and stored within your department?	❑	❑
5. Think about research you would conduct to improve operations or develop your own knowledge. What are three objectives you would have which you would aim your research around?	❑	❑

Questions	Response	
	PC	NYC
6. How can you ensure data used in research is valid and relevant to research purposes?	❑	❑
7. How can you ensure research strategies are appropriate and help meet your objectives?	❑	❑
8. How can you ensure methods of data analysis are reliable and suitable to research purposes?	❑	❑

Questions	Response	
	PC	NYC
9. How can you ensure any assumptions you make when analysing information is clear, justified and consistent?	❑	❑
10. What types of evidence would you include to support any conclusions you would make during the research process?	❑	❑
11. What are different ways you can present recommendations?	❑	❑

Questions	Response	
	PC	NYC
12. What information would you include in a research report?	❑	❑
13. What steps would you take when preparing a presentation of a research report?	❑	❑
14. How can you obtain feedback and comments from colleagues?	❑	❑

Written Questions

Gather and present product information – D1.HGE.CL7.02 D1.HGA.CL6.04

Student Name: ____

Answer all the following questions and submit to your Trainer.

1. Collecting information in relation to the hospitality and tourism industry is beneficial to staff and customers. What are different sources of information?

____

____

____

____

2. Which of these sources do you find the most effective way of collecting information and why?

____

____

____

____

3. Monitoring of current issues is vital as a manager. In what ways can you monitor current issues?

____

____

____

____

4. What are some current issues relating to the industry you would like to gather information on?

____

____

____

____

5. What is ‘primary data’ and how can you gather it?

6. What is ‘secondary data’ and why is this normally collected first?

7. What are examples of reports that hotel managers can access from their information software systems?

8. If you wanted to update your information through internet research, what are some websites you would visit?

9. What are some learning opportunities staff members can use develop their knowledge?

10. Once you have updated knowledge, how can you use this to enhance performance?

11. When deciding what information to research what are some questions you would ask yourself?

12. Think about an area of a hospitality or tourism business you feel could be improved. Before you would start conducting research what are three research objectives you would identify?

13. In relation to the previous question, what sources of secondary data sources would you use?

14. What sources of secondary data sources would you use?

15. Whilst conducting research, why is it important to review which research methods you would use?

16. Why is it important to be flexible when using research methods?

17. When analysing information why is it important to remind yourself of the research objectives?

18. What is the aim when reading through and analysing information?

19. What is an assumption?

20. When making assumptions based on your findings how can you ensure they are accurate?

21. Why is it important to report findings?

22. When reporting findings what is important?

23. What are some topics that would be included in a research report?

24. An Executive Summary is an important page at the start of a research report. What information is included in this section?

25. What are some suitable presentation aids when giving a presentation?

26. Why is it a good idea to give audience members a copy of a research report in advance of the presentation?

27. Prior to making a presentation what would you check?

28. Why are cue cards helpful when making a presentation?

29. What types of feedback can the audience give you?

30. Why is it important to get feedback from the audience after a presentation?

Answers to Written Questions

Gather and present product information – D1.HGE.CL7.02 D1.HGA.CL6.04

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. **Collecting information in relation to the hospitality and tourism industry is beneficial to staff and customers. What are different sources of information?**

   - Colleagues, supervisors and managers
   - Representatives
   - Developing your own industry network
   - Conferences and seminars
   - Product launches
   - Asking someone to be your mentor
   - Information services
   - Trade magazines
   - Hotel School Publications
   - Newsletters
   - Brochures
   - Advertisements
   - Reference books
   - Internet
   - Government & Industry Bodies.

2. **Which of these sources do you find the most effective way of collecting information and why?**

   Answers will be personal and therefore varied.

3. **Monitoring of current issues is vital as a manager. In what ways can you monitor current issues?**

   - Conduct constant internet research
   - Attend all meetings and discuss relevant issues
   - Monitor the media
   - Read about it in the journals and on-line subscriptions detailed in this manual
   - Talk to supervisors and management
   - Talk to customers.

4. What are some current issues relating to the industry you would like to gather information on?

- Industry statistics
- Industry trends
- Operational Information
- Customer Information
- Employment & Labour Information
- Government initiatives
- Emerging markets
- Environmental and social issues
- Industry expansion or retraction
- Legal compliance information
- Emerging technological trends
- Local Community Information.

5. What is 'primary data' and how can you gather it?

Primary research data is newly generated research information that you yourself or the organisation create (as opposed to the existing secondary data). The need for primary research data commonly arises because of gaps in the information available through the secondary research data.

The most common forms of primary market research for tourism businesses include:

- Customer surveys
- In-house questionnaires and feedback sheets
- Focus groups
- Electronic responses on the website
- Observation.

6. What is 'secondary data' and why is this normally collected first?

Secondary data is information that already exists. A business can generate secondary research data from its sales figures, databases and from other peak bodies who have already undertaken primary research and published the results of that research.

Secondary data sources should be exhausted before primary research is undertaken because it is less expensive than primary research, easily accessible and immediately available.

7. What are examples of reports that hotel managers can access from their information software systems?

Answers will be varied depending on department chosen.

Some examples include:

- Arrivals Report/Arrivals List
- Departures Report/Departures List
- No Show Report
- Room Status Report
- Special Requests Report
- Occupancy Forecast Report
- Average Room Rates Report
- Multiple or Double Room Occupancy Report
- Guest List by Name Report
- Guest List by Room Report
- Travel Agents' Commission Report
- Special Packages Report
- Market Segment Report
- Rooms Out of Order Report
- Daily Room Revenue Summary Report
- Daily Revenue Summary Report
- Weekly Trading Summary Report
- Monthly Trading Summary
- Year-to-Date Report
- In-house Activity Report.

8. If you wanted to update your information through internet research, what are some websites you would visit?

Answers will be varied.

9. What are some learning opportunities staff members can use develop their knowledge?

Learning options may include:

- On-the-job observation and feedback
- Staff meetings and briefings
- Undertaking advanced formal studies
- Participating in training courses and seminars organised by industry associations, government departments, or by suppliers

- Keeping tuned in to TV, cable, electronic media and the Internet
- Doing a relevant correspondence courses such as distance education or self-paced learning which may be available
- Subscribing to hospitality journals, newsletters and periodicals
- Becoming a member of an industry association or union
- Attending industry functions, product launches or promotions
- Trying something new
- Taking time to visit the opposition.

10. Once you have updated knowledge, how can you use this to enhance performance?

- To advise customers of up-coming events, specials etc that the venue plans to offer
- To make recommendations and suggestions when asked for your opinion
- To provide additional information
- To demonstrate professionalism
- To help make sales
- To generate repeat business from customers
- To generate referral business
- To comply with general operational requirements obligations
- To entice the customer to spend an extra day with you
- To answer routine questions.

11. When deciding what information to research what are some questions you would ask yourself?

- What types of decisions are you regularly called on to make?
- What types of information do you need to make these decisions?
- What types of information do you regularly get?
- What types of special studies do you periodically request?
- What types of information would you like to get that you are not now getting?
- What information would you want daily? Weekly? Monthly? Yearly?
- What magazines and trade reports would you like to see on a regular basis?
- What specific topics would you like to be kept informed of?
- What types of data analysis programs would you like to be kept informed of?
- What do you think would be the four most helpful improvements that could be made to the present marketing information system?

12. Think about an area of a hospitality or tourism business you feel could be improved. Before you would start conducting research what are three research objectives you would identify?

Answers will be varied depending on what is considered important.

13. In relation to the previous question, what sources of secondary data sources would you use?

Answers will be varied.

14. What sources of secondary data sources would you use?

Answers will be varied.

15. Whilst conducting research, why is it important to review which research methods you would use?

To ensure:

- It measures what is required
- The results are consistent
- Information is accurate, valid and a true reflection of what people think or activities
- It will provide information in the timeframes required.

16. Why is it important to be flexible when using research methods?

Different methods may be more effective and efficient than originally thought.

17. When analysing information why is it important to remind yourself of the research objectives?

To ensure the information you are sourcing is aimed at the objectives.

18. What is the aim when reading through and analysing information?

The process is not to find reason or purpose in all the information collected, but to methodically compile and interpret evidence that is relevant.

19. What is an assumption?

An assumption is an educated guess or suggestion based on information collected and analysed.

20. When making assumptions based on your findings how can you ensure they are accurate?

Some ways to ensure assumptions are accurate include:

- Trying not to box findings into a solution they think is correct, as opposed to what is seen as correct
- Don't draw general conclusions or assumptions based on only one or two findings

- It is important to have supporting evidence from different sources
- Try to be critical in making assumptions by trying to find holes or weaknesses in them
- Discuss the findings with another person/s to see if assumptions are consistent.

21. Why is it important to report findings?

So information can be:

- Recorded in a systematic, logical and accurate manner
- Presented to others
- Used as a reference
- Kept on file.

22. When reporting findings what is important?

- Important findings relate to the research problem and research objectives originally set in the proposal
- Any recommendations that are made should be based on factual evidence collected during the data collection process
- The conclusions presented must be understandable to management and practical to the problem at hand
- The level and scope of content depends on to whom the report is intended including owners, management, employees, clients, customers, the public
- Be sure to record the research plans and activities in a research plan which can be referenced when a similar research effort is needed in the future.

23. What are some topics that would be included in a research report?

- Title Page
- Table of Contents
- Executive Summary
- Purpose of the Report
- Background Information
- Overall Evaluation Goals
- Methodology
- Interpretations and Conclusions
- Recommendations
- Appendices.

24. An Executive Summary is an important page at the start of a research report. What information is included in this section?

This is a one-page concise overview of the:

- Research activity
- Findings
- Conclusions and recommendations.

25. What are some suitable presentation aids when giving a presentation?

- Computer simulations and presentations – PowerPoint presentations
- Diagrams, models and charts
- Products, samples and models
- Paper-based materials – handouts, fact sheets, notes, photocopies from policy manuals, texts, media articles, photographs
- DVDs, slides, overhead projection sheets
- Whiteboards, flip charts, posters
- Video or teleconferences
- DVDs.

26. Why is it a good idea to give audience members a copy of a research report in advance of the presentation?

In many cases, it may be wise to distribute written reports to the audience in advance so they have a chance to carefully review and discuss the report.

27. Prior to making a presentation what would you check?

- Check who is attending
- Review the presentation
- Prepare the venue
- Check your personal presentation.

28. Why are cue cards helpful when making a presentation?

Cue cards can be used in many ways, including:

- To jog your memory
- To remind you of difficult concepts or ideas
- To ensure you remain focussed or on track
- To provide you with an order in which key points are presented
- To assist you with presenting factual information, such as figures or statistics.

29. What types of feedback can the audience give you?

- General comments
- Expert advice
- Feedback or suggestion
- Criticism
- Acceptance and approval
- Action steps.

30. Why is it important to get feedback from the audience after a presentation?

It shows that you value their ideas and suggestions and introduced new ideas, thoughts and approaches.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Gather and present product information D1.HGE.CL7.02 D1.HGA.CL6.04
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Gather and organise information b) Research and analyse information c) Present information 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: Gather and organise information		
Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements and relevant legislation codes and standards	❑	❑
Access and assess information held by the organisation for accuracy and relevance in line with established organisational requirements	❑	❑
Ensure methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements	❑	❑
Use business technology to access, organise and monitor information in accordance with organisational requirements	❑	❑
Update, modify, maintain and store information in accordance with organisational requirements	❑	❑
Element 2: Research and analyse information		
Define objectives of research clearly and consistently with organisational requirements	❑	❑

Ensure data used in research is valid and relevant to research purposes	❑	❑
Ensure research strategies are appropriate to the requirements of the research and make efficient use of available resources	❑	❑
Ensure methods of data analysis are reliable and suitable to research purposes	❑	❑
Ensure assumptions used in analyses are clear, justified and consistent with research objectives	❑	❑
Ensure conclusions are supported by evidence and contribute to the achievement of the organisation's goals and objectives	❑	❑
Element 3: Present information		
Present recommendations and issues in an appropriate format, style and structure using suitable business technology	❑	❑
Ensure structure and format of reports are clear and conform to organisational requirements	❑	❑
Report and distribute research findings in accordance with organisational requirements	❑	❑
Obtain *feedback* and comments on suitability and sufficiency of findings in accordance with organisational requirements	❑	❑
Did the student's overall performance meet the standard?	❑	❑
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:	❑ 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:	Gather and present product information D1.HGE.CL7.02 D1.HGA.CL6.04		

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**
Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements and relevant legislation codes and standards	❑	❑	❑
Access and assess information held by the organisation for accuracy and relevance in line with established organisational requirements	❑	❑	❑
Ensure methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements	❑	❑	❑
Use business technology to access, organise and monitor information in accordance with organisational requirements	❑	❑	❑
Update, modify, maintain and store information in accordance with organisational requirements	❑	❑	❑
Define objectives of research clearly and consistently with organisational requirements	❑	❑	❑
Ensure data used in research is valid and relevant to research purposes	❑	❑	❑
Ensure research strategies are appropriate to the requirements of the research and make efficient use of available resources	❑	❑	❑
Ensure methods of data analysis are reliable and suitable to research purposes	❑	❑	❑

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Ensure assumptions used in analyses are clear, justified and consistent with research objectives	❑	❑	❑
Ensure conclusions are supported by evidence and contribute to the achievement of the organisation's goals and objectives	❑	❑	❑
Present recommendations and issues in an appropriate format, style and structure using suitable business technology	❑	❑	❑
Ensure structure and format of reports are clear and conform to organisational requirements	❑	❑	❑
Report and distribute research findings in accordance with organisational requirements	❑	❑	❑
Obtain *feedback* and comments on suitability and sufficiency of findings in accordance with organisational requirements	❑	❑	❑

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	Gather and present product information	D1.HGE.CL7.02 D1.HGA.CL6.04
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: Gather and organise information						
Gather and organise information in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements and relevant legislation codes and standards						
Access and assess information held by the organisation for accuracy and relevance in line with established organisational requirements						
Ensure methods of collecting information are reliable and make efficient use of resources in accordance with organisational requirements						
Use business technology to access, organise and monitor information in accordance with organisational requirements						
Update, modify, maintain and store information in accordance with organisational requirements						
Element 2: Research and analyse information						
Define objectives of research clearly and consistently with organisational requirements						
Ensure data used in research is valid and relevant to research purposes						

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
Ensure research strategies are appropriate to the requirements of the research and make efficient use of available resources						
Ensure methods of data analysis are reliable and suitable to research purposes						
Ensure assumptions used in analyses are clear, justified and consistent with research objectives						
Ensure conclusions are supported by evidence and contribute to the achievement of the organisation's goals and objectives						
Element 3: Present information						
Present recommendations and issues in an appropriate format, style and structure using suitable business technology						
Ensure structure and format of reports are clear and conform to organisational requirements						
Report and distribute research findings in accordance with organisational requirements						

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**
Obtain *feedback* and comments on suitability and sufficiency of findings in accordance with organisational requirements						

Candidate signature:		**Date:**	
Assessor signature:		**Date:**	

William Angliss Institute

Specialist centre for foods, tourism & hospitality

asean

Australian Aid