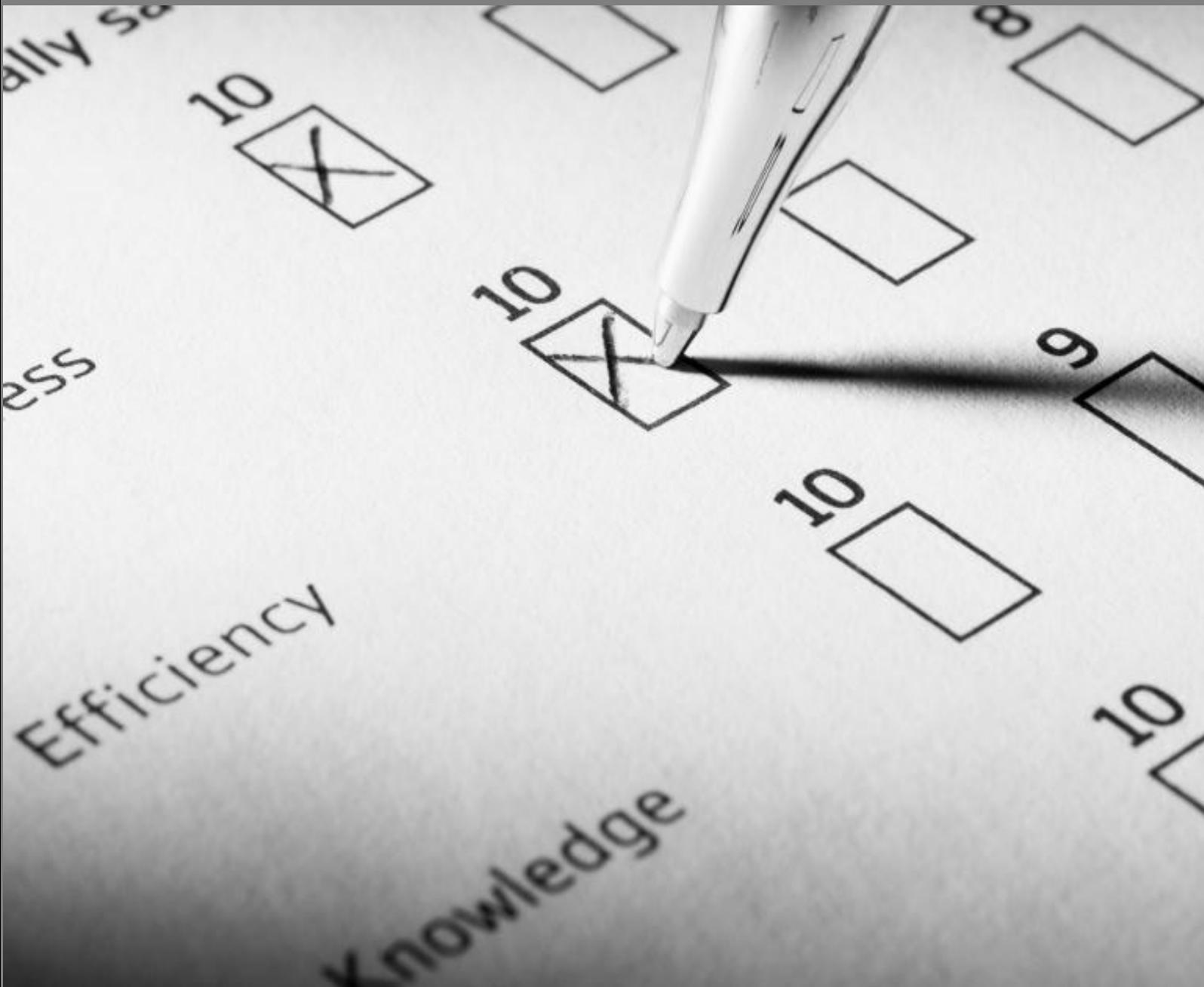# Maintain hospitality industry knowledge

## D1.HRSCL1.08
## D1.HOT.CL1.08

## Assessor Manual

# Maintain hospitality industry knowledge

## D1.HRSCL1.08
## D1.HOT.CL1.08

## Assessor Manual

**Project Base**

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**Acknowledgements**

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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**Disclaimer**

File name: AM_Maintain_hosp_ind_knowledge_refined

# 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
- 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: MAINTAIN HOSPITALITY INDUSTRY KNOWLEDGE | NOMINAL HOURS: 20 |
|---|---|

| UNIT NUMBER: | D1.HRSCL1.08          D1.HOT.CL1.08 |
|---|---|

**UNIT DESCRIPTOR:** This unit deals with the skills and knowledge required to maintain hospitality industry knowledge in a range of settings in a range of settings within the in the hotel and travel industries workplace context.

| ELEMENTS AND PERFORMANCE CRITERIA | UNIT VARIABLE AND ASSESSMENT GUIDE |
|---|---|
| **Element 1: Seek *information* on the hospitality industry**<br><br>**1.1** Identify and access *sources of information* on the hotel and travel industries, appropriately and correctly<br><br>**1.2** Obtain information on the hotel and travel industries to assist effective work performance within the industries<br><br>**1.3** Access and update specific information on relevant sector(s) of work<br><br>**1.4** Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance<br><br>**1.5** Obtain information on *other industries* to enhance quality of work performance | **Unit Variables**<br><br>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.<br><br>This unit applies to maintaining hospitality industry knowledge within the labour divisions of the hotel and travel industries and may include:<br><br>1. Front Office<br>2. Housekeeping<br>3. Food and Beverage Service<br>4. Food Production<br><br>*Information* may relate to:<br><br>• Different sectors of the hospitality industry, their inter-relationships and the services available in each sector<br><br>• Relationships between tourism and hospitality<br><br>• Relationships between the hospitality industry and other industries<br><br>• Industry working conditions |

| | |
|---|---|
| **Element 2: Source and apply information on legal and ethical issues for the hospitality industry**<br><br>**2.1** Obtain information on *legal issues* and *ethical issues* to assist effective work performance<br><br>**2.2** Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices<br><br>**Element 3: Update hospitality industry knowledge**<br><br>**3.1** Identify and use a range of opportunities to update general knowledge of the hotel and travel industries<br><br>**3.2** Monitor current *issues of concern* to the industries<br><br>**3.3** Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities | • Environmental issues and requirements<br><br>• Industrial relations issues and major organisations<br><br>• Career opportunities within the industry<br><br>• The work ethic required to work in the industry<br><br>• Industry expectations of staff<br><br>• Quality assurance.<br><br><br>*Sources of information* may include:<br><br>• Media<br><br>• Reference books<br><br>• Libraries<br><br>• Unions<br><br>• Industry associations<br><br>• Industry journals<br><br>• Internet<br><br>• Information services<br><br>• Personal observation and experience<br><br>• Colleagues, supervisors and managers<br><br>• Industry contacts, mentors and advisors. |

*Other industries* may include:

- Entertainment

- Food production

- Wine production

- Recreation

- Meetings and events

- Retail.

*Legal issues* which impact on the industry include:

- Consumer protection

- Duty of care

- Equal employment opportunity

- Anti-discrimination

- Workplace relations

- Child sex tourism.

*Ethical issues* impacting on the hotel and travel industries may relate to:

- Confidentiality

- Commission procedures

- Overbooking

- Pricing

- Tipping

- Familiarizations

- Gifts and services free of charge

- Product recommendations.

*Issues of concern* to the hotel and travel industries may be related to:

- Government initiatives

- Emerging markets

- Environmental and social issues

- Labour issues

- Industry expansion or retraction.

**Assessment Guide**

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

- Knowledge of the different sectors of the hospitality industry and their inter-relationships, including a general knowledge of the role and function of the following: food and beverage, front office, food production/kitchen operations, housekeeping, travel agencies and tour operations

- Knowledge of quality assurance, quality activities and continuous improvement in the hotel and travel industries and the role of individual staff members within the total quality process

- Ability to source industry information sources

- Ability to undertake basic research

- Ability to identify relevant information

- Knowledge of the role of trade unions and employer groups in the industry

- Knowledge of the environmental responsibilities of the industry, including waste minimization and recycling

- Knowledge of the legislation, regulations and guidelines that apply to the hotel and travel industries, including the main objectives, requirements and impact on individual staff.

**Linkages To Other Units**

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate.

**Critical Aspects of Assessment**

Evidence of the following is essential:

- Ability to source industry information

- Knowledge of the hospitality industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge of issues which relate to a specific sector or workplace.

**Context of Assessment**

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge

- Assessment must relate to the individual's work area or area of responsibility.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace; 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, organizing and analysing information | 2 | Decide whether to join an industry association based on promotional materials |
| Communicating ideas and information | 1 | Liaise with colleagues from other industry sectors to meet a particular customer request |
| Planning and organizing activities | 1 | Organize a personal program of professional development activities for the upcoming year |
| Working with others and in teams | 1 | Discuss industry events with colleagues; share travel and hotel industry knowledge with colleagues |
| Using Mathematical ideas and techniques | 0 | |
| Solving problems | 0 | |
| Using technology | 1 | Use the internet to source information on the travel and hotel industries |

# Oral Questions

| | |
|---|---|
| **Student name** | |
| **Assessor name** | |
| **Location/venue** | |
| **Unit of competency** | Maintain hospitality industry knowledge<br><br>D1.HRSCL1.08; D1.HOT.CL1.08 |
| **Instructions** | 1. Ask student questions from the attached list to confirm knowledge, as necessary<br><br>2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC')<br><br>3. Write short-form student answer in the space provided for each question. |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 1. Tell me about the sources of information on hotel and travel industries you use in order to obtain and maintain industry knowledge: what are they and how do you access/use them? | ❑ | ❑ |
| 2. Give me an example of how you have used information from one of the sources mentioned in your previous answer to enhance your performance in the workplace. | ❑ | ❑ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 3. Tell me about the sources of information on your industry sector you use to obtain and maintain industry knowledge: what are they and how do you access/use them? | ❏ | ❏ |
| 4. Give me an example of how you have used information from one of the sector-specific sources mentioned in your previous answer to enhance your performance in the workplace. | ❏ | ❏ |
| 5. What sources do you use to obtain information about other industries to help with your workplace activities? | ❏ | ❏ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 6. Give me an example of how you have obtained information about a legal matter or ethical issue to assist with your day-to-day work activities: what source did you use? How did you access this information? | ❏ | ❏ |
| 7. How do you ensure others in the workplace use the information you have obtained from various sources to perform their work in accordance with required legal and ethical requirements? | ❏ | ❏ |
| 8. What opportunities are available to you in your workplace to up-date general knowledge of the hotel and/or travel industries? | ❏ | ❏ |

| Questions | Response | |
|---|---|---|
| | **PC** | **NYC** |
| 9.  How do you monitor current issues of concern to the industry type/sector in which you work: what sources do you use/refer to in order to do this? | ❑ | ❑ |
| 10. Tell me how you might share up-dated knowledge about your industry/industry sector with customers on a day-to-day basis that enhances their experience by improving the service/information you provide to them. | ❑ | ❑ |

# Written Questions

**Maintain hospitality industry knowledge – D1.HRSCL1.08; D1.HOT.CL1.08**

**Student Name:** _____

Answer all the following questions and submit to your Trainer.

1.  Give three reasons it is important to have up-to-date industry information.

    _____

    _____

    _____

    _____

2.  List four examples of written materials that can be used to obtain and update industry knowledge and information.

    _____

    _____

    _____

    _____

3.  What is identified in the notes as an important source of industry information and 'probably the first contact you should make when seeking to develop local industry knowledge in relation to hotels and travel'?

    _____

    _____

    _____

    _____

4.  What is identified in the notes as the key to obtaining any information?

    _____

5.   Identify four practical ways to obtain industry information.

_____

_____

_____

_____

_____

_____

6.   In relation to the hospitality industry, what do the following stand for?

**(A) MICE**

_____

**(B) SME**

_____

**(C) F&B**

_____

7.   List three different business types operating within the broad definition of the hospitality industry.

_____

_____

_____

_____

8.   List three possible tasks in the F&B department.

_____

_____

_____

_____

_____

9.   Name four departments (other than F&B) that could be found in the hospitality industry.

_____

_____

_____

10. Give three examples of natural attractions.

   _____

   _____

   _____

   _____

11. Identify five roles involved in the job of Tour Guide.

   _____

   _____

   _____

   _____

   _____

12. List three personal attributes required of employees in the hospitality industry.

   _____

   _____

   _____

   _____

   _____

13. List four factors that combine to produce what is characterized as a good/acceptable 'work ethic'.

   _____

   _____

   _____

   _____

   _____

14. At a personal/career level identify four topics about your role which you should capture information on.

   _____

   _____

   _____

   _____

   _____

15. What are the three steps that should be followed when asked a question by a customer that you do not know the answer to?

_____

_____

_____

_____

16. Answer 'True' or 'False' to the following statement: In order for what you have learned to be of some use, you have to put it into practice – you have to change what you do based on the new knowledge you have acquired.

True ❑  False ❑

17. Explain what is meant by the term 'scope of authority'.

_____

_____

_____

_____

18. Give three generic examples of how industry knowledge can be used to enhance workplace performance.

_____

_____

_____

_____

_____

19. What are the four pieces of basic information you should know about industries/businesses in your area in order to be able to enhance work performance?

_____

_____

_____

_____

_____

20. In relation to local 'food production' industries, identify three general pieces of information you should know about in order to enhance service and benefit visitors/customers.

_____

_____

_____

_____

_____

21. Answer 'True' or 'False' to the following statement: Under 'duty of care' obligations all venues and staff must take action to avoid foreseeable harm/injury occurring to customers.

    True  ❑  False  ❑

22. To protect customer privacy, identify four pieces of information about an individual customer that must not be released by staff/the venue to others.

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23. List three workplace matters/issues staff are expected to keep confidential.

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24. What is 'overbooking'?

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25. What are the two basic options used in the industry regarding gratuities received by staff?

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26. List four employer workplace responsibilities.

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27. List four employee workplace responsibilities.

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28. Identify three issues to monitor when updating general industry information.

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29. List three learning options enabling you to update your general industry knowledge.

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30.  Identify three ways to identify issues of concern to the industry.

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31.  List three generic issues that can/do cause concern for the industry.

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32.  Identify three basic ways to share updated industry information with fellow employees.

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33.  List three basics for employees to follow to incorporate knowledge into everyday practice.

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# Answers to Written Questions

## Maintain hospitality industry knowledge – D1.HRSCL1.08; D1.HOT.CL1.08

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. **Give three reasons it is important to have up-to-date industry information.**

   Any from the following:

   To allow you to:

   - Talk to customers about industry-specific events, trends and happenings
   - Plan your career as opportunities present themselves
   - Know when you need to update your training (knowledge and skills) in-line with changes in legislation, equipment, technology, trends and industry best practice
   - Cultivate and maintain a professional interest in what is truly a profession
   - Communicate effectively with colleagues and management who have themselves kept up-to-date
   - Learn new techniques and integrate fresh knowledge and skills into everyday workplace practice
   - Develop a broader appreciation of the industry – so your work can be placed into a better context.

2. **List four examples of written materials that can be used to obtain and update industry knowledge and information**

   Any from the following:

   - Reference books
   - Guidebooks
   - Trade magazines
   - Newspapers
   - Libraries
   - Newsletters
   - Brochures, price lists and schedules etc.
   - Advertising materials
   - Local telephone book.

3. **What is identified in the notes as an important source of industry information and 'probably the first contact you should make when seeking to develop local industry knowledge in relation to hotels and travel'?**

Visitor Information Centre.

4. **What is identified in the notes as the key to obtaining any information?**

To be proactive.

5. **Identify four practical ways to obtain industry information?**

Any from the following:

- Subscribing to, and reading, industry magazines, newsletters, updates

- Picking and reading through the local and city newspapers

- Getting on Internet e-mail lists and receiving newsletters and updates from the vast number of relevant industry government agencies, suppliers and/or support services

- Joining your local union or industry association to receive regular material

- Reading books on the industry sector that you are working in

- Getting out and having a look around to see what's happening, what people are doing, what the competition is doing, and what people are doing and saying.

6. **In relation to the hospitality industry, what do the following stand for?**

**(A) MICE**

Meetings, Incentives, Conventions, Exhibitions.

**(B) SME**

Small and medium enterprises.

**(C) F&B**

Food and Beverage.

7. **List three different business types operating within the broad definition of the hospitality industry?**

Any from the following:

- Restaurants

- Cafes

- Hotels

- Fast food outlets

- Canteens

- Casinos

- Convention centres

- Licensed clubs

- Nightclubs
- Resorts.

**8.  List three possible tasks in the F&B department.**

Any from the following:

- Serving beverages in bars
- Serving food and beverage in restaurants
- Preparing and providing food items
- Organizing and servicing banquets, functions, and conferences
- Providing room service
- Providing mini-bar service
- Calculating accounts and daily takings
- Purchasing and distributing stock to various departments
- Undertaking daily cellar tasks
- Making retail sales in bottle shop.

**9.  Name four departments (other than F&B) that could be found in the hospitality industry?**

Any from the following:

- Kitchen/Catering
- Front Office/Reception.
- Housekeeping
- Sales & Marketing
- Accounts & Finance
- Human Resources
- Gaming
- Entertainment
- Leisure
- Maintenance
- Security.

**10.  Give three examples of natural attractions.**

Any from the following:

- Beaches
- Mountains
- Lakes
- Deserts

- Rivers
- Caves.

**11.  Identify five roles involved in the job of Tour Guide.**

Any of the following:

- Pathfinder
- Mentor
- Host
- Escort
- Entertainer
- Problem solver
- Interpreter
- Assistant
- Public relations
- Administrator.

**12.  List three personal attributes required of employees in the hospitality industry.**

Any from the following:

- Good communication skills
- Smart presentation and grooming
- A strong customer focus
- The ability to be a team player
- Able to work well under pressure
- Good technical skills
- Honesty and dedication
- A positive attitude
- Initiative
- A sense of urgency when at work
- Reliability.

**13.  List four factors that combine to produce what is characterized as a good/acceptable 'work ethic'.**

- Working hard at the job
- Being diligent
- Being punctual and reliable
- Showing initiative.

14. **At a personal/career level identify four topics about your role which you should capture information on.**

    Any from the following:

    - Career prospects

    - Training requirements for the next step

    - Employment obligations and entitlements

    - QA issues

    - Union and employer concerns

    - Legislative and political changes

    - Service, product and facility initiatives.

15. **What are the three steps that should be followed when asked a question by a customer that you do not know the answer to?**

    - Never make it up

    - Apologize for not knowing and advise you will find out

    - Find out the information needed and then pass it on to the customer as quickly as possible.

16. **Answer 'True' or 'False' to the following statement: In order for what you have learned to be of some use, you have to put it into practice – you have to change what you do based on the new knowledge you have acquired.**

    True.

17. **Explain what is meant by the term 'scope of authority'.**

    Guidelines given to staff by management/the venue as to what action they can take in the workplace without having to get special permission from management in relation to issues such as:

    - Their ability to act on behalf of the venue

    - Their authority to spend money on behalf of the venue

    - Their authority to act in given situations.

18. **Give three generic examples of how industry knowledge can be used to enhance workplace performance.**

    Any from the following:

    - To advise customers of up-coming events, specials etc. the venue is planning to offer

    - To make recommendations and suggestions when asked for your opinion

    - To provide additional information which will enhance the customer's appreciation of their stay, the product they have bought or the service they have booked

- To demonstrate the professionalism of the business and your individual level of professionalism and expertise

- To help make sales

- To generate repeat business from customers

- To generate referral business

- To comply with general operational requirements

- To entice the customer/guest to spend an extra day with you

- To answer routine questions customers and guests expect you to be able to answer.

**19.** **What are the four pieces of basic information you should know about industries/businesses in your area in order to be able to enhance work performance?**

- Where each one is located

- How to get there

- Time to travel – there and back

- Time required to view/enjoy the industry/business.

**20.** **In relation to local 'food production' industries, identify three general pieces of information you should know about in order to enhance service and benefit visitors/customers?**

Any from the following:

- Names and locations of all businesses – and how long ach business has been established

- Owners of the business

- Types of food produced

- The basic production process

- Where products are sold

- Volumes/quantities produced

- What the foods/finished products are used for

- What items taste like, look like, smell like

- Quality control checks and food safety issues/protocols

- Opening times and days

- Cost – to enter, tours and merchandise and purchase of food

- Whether or not tasting/sampling is available

- Facilities at each place

- Value of the industry/food businesses to the local and national economy.

**21. Answer 'True' or 'False' to the following statement: Under 'duty of care' obligations all venues and staff must take action to avoid foreseeable harm/injury occurring to customers.**

True.

**22. To protect customer privacy, identify four pieces of information about an individual customer that must not be released by staff/the venue to others.**

Any from the following:

- Name
- Address
- Phone number
- Marital status
- Methods of payment used to buy products and services
- Purchases –frequency of purchases, type of and quantities of products and service bought.

**23. List three workplace matters/issues staff are expected to keep confidential.**

Any from the following:

- Details about in-house security
- Details about trade
- Details of purchases made by the organization
- Occurrences within the premises.

**24. What is 'overbooking'?**

Overbooking is a situation where the property accepts bookings for more rooms (or tables) than are available, based on their history with the number of 'No Shows' they have experienced.

**25. What are the two basic options used in the industry regarding gratuities received by staff?**

(1) Pooling and sharing amongst staff

(2) Staff keep what they are given – no sharing.

**26. List four employer workplace responsibilities.**

Any from the following:

- Complying with occupational safety and health regulations
- Monitoring patron/crowd safety and behaviour
- Providing equal and fair services to all people in accordance with EO legislation
- Paying relevant taxes and fees associated with the operation of the establishment
- Ensuring appropriate insurance is taken out to cover workers and patrons

- Offering products and services that conform to what is advertised
- Being a responsible corporate citizen and community member.

**27. List four employee workplace responsibilities.**

Any from the following:

- Undertaking duties as they apply to their employment category
- Not acting in a discriminatory manner
- Adhering to the regulations set out in OHS legislation
- Representing the best interests of the business
- Working to the best of their ability
- Keeping commercial information in confidence
- Being responsible and accountable for all money received on behalf of the business
- Obeying all lawful instructions from management
- Complying with workplace policies and procedures.

**28. Identify three issues to monitor when updating general industry information.**

Any from the following:

- Changing and emerging trends
- New techniques and practices
- New equipment and technology
- New recipes
- Initiatives relating to advertising, marketing and promotion
- Changes to legislation, regulations, codes of practice, accords, licensing requirements etc. that apply to your work role and to the next position you intend occupying
- Market research information
- Activities the opposition is undertaking.

**29. List three learning options enabling you to update your general industry knowledge.**

Any from the following:

- On-the-job opportunities – guest & staff feedback
- Staff meetings and briefings
- Undertaking advanced formal studies
- Participating in training courses and seminars
- Keeping tuned in to TV, cable, electronic media and the Internet
- Subscribing to hospitality journals, newsletters and periodicals

- Becoming a member of an industry association and actively participating
- Attending industry functions, product launches or promotions
- Trying something new
- Taking time to visit the opposition.

**30. Identify three ways to identify issues of concern to the industry.**

Any from the following:

- Attend all meetings you are required to attend
- Read the memos/emails
- Monitor the media
- Fine-tune your own personal radar
- Form your own informed opinion
- Talk to supervisors and management
- Talk to customers
- Read the newsletters and updates from industry groups and government agencies.

**31. List three generic issues that can/do cause concern for the industry.**

Any from the following:

- The state of the economy
- Environmental considerations and/or concerns
- Terrorism
- Weather
- Technological changes
- Legislative changes.

**32. Identify three basic ways to share updated industry information with fellow employees.**

Any from the following:

- Tell your colleagues about what you have learned
- Demonstrate
- E-mail co-workers with the information you have discovered
- Prepare a short handout.

**33.** **List three basics for employees to follow to incorporate knowledge into everyday practice?**

Any from the following:

- Working in accordance with new/revised requirements

- Using new knowledge to modify personal work practices

- Updating printed materials

- Supplying information to customers that incorporates the new knowledge.

# Observation Checklist

| | |
|---|---|
| **Student name** | |
| **Assessor name** | |
| **Location/venue** | |
| **Unit of competency** | Maintain hospitality industry knowledge<br>D1.HRSCL1.08  D1.HOT.CL1.08 |
| **Dates of observation** | |
| **Instructions** | 1. Over a period of time observe the student completing each of the following tasks:<br><br>   a) Seek information on the hospitality industry<br><br>   b) Source and apply information on legal and ethical issues for the hospitality industry<br><br>   c) Update hospitality industry knowledge<br><br>2. Enter the date on which the tasks were undertaken<br><br>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise<br><br>4. Complete the feedback sections of the form, if required. |

| Did the candidate | Yes | No |
|---|---|---|
| **Element 1: Seek information on the hospitality industry** | | |
| Identify and access sources of information on the hotel and travel industries, appropriately and correctly | ❑ | ❑ |
| Obtain information on the hotel and travel industries to assist effective work performance within the industries | ❑ | ❑ |
| Access and update specific information on relevant sector(s) of work | ❑ | ❑ |
| Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance | ❑ | ❑ |
| Obtain information on other industries to enhance quality of work performance | ❑ | ❑ |

| Did the candidate | Yes | No |
|---|---|---|
| **Element 2: Source and apply information on legal and ethical issues for the hospitality industry** | | |
| Obtain information on legal issues and ethical issues to assist effective work performance | ❏ | ❏ |
| Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices | ❏ | ❏ |
| **Element 3: Update hospitality industry knowledge** | | |
| Identify and use a range of opportunities to update general knowledge of the hotel and travel industries | ❏ | ❏ |
| Monitor current issues of concern to the industries | ❏ | ❏ |
| Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities | ❏ | ❏ |
| **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<br><br>*Please specify:_____*<br><br>*Please do not complete the form if you are a relative, close friend or have a conflict of interest]* |
| **Unit of competency:** | Maintain hospitality industry knowledge<br><br>D1.HRSCL1.08  D1.HOT.CL1.08 |

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?**<br>*(tick the correct response]* | **Yes** | **No** | **Not sure** |
|---|---|---|---|
| Identifies and accesses sources of general and sector-specific information on the hotel and travel industries to obtain relevant information to support work activities | ❑ | ❑ | ❑ |
| Up-dates workplace information on relevant sector(s) of work | ❑ | ❑ | ❑ |
| Uses knowledge of the hotel and travel industries to enhance work performance | ❑ | ❑ | ❑ |
| Obtains information on other industries to enhance work performance | ❑ | ❑ | ❑ |
| Sources and obtains information on legal and ethical issues and applies it to day-to-day workplace practice | ❑ | ❑ | ❑ |
| Monitors current issues of concern to the industry and the business | ❑ | ❑ | ❑ |
| Shares up-dated appropriate knowledge with customers and colleagues and incorporates same into day-to-day work activities | ❑ | ❑ | ❑ |

| 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** | Maintain hospitality industry knowledge | D1.HRSCL1.08; D1.HOT.CL1.08 |
| **Date assessment commenced** | | |
| **Date assessment finalised** | | |
| **Assessment decision** | Pass Competent / Not Yet Competent (Circle one) | |
| **Follow up action required** <br><br> (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: Seek information on the hospitality industry** | | | | | | |
| Identify and access *sources of information* on the hotel and travel industries, appropriately and correctly | | | | | | |
| Obtain information on the hotel and travel industries to assist effective work performance within the industries | | | | | | |
| Access and update specific information on relevant sector(s) of work | | | | | | |
| Use knowledge of the hotel and travel industries in the correct context to enhance quality of work performance | | | | | | |
| Obtain information on other industries to enhance quality of work performance | | | | | | |
| **Element 2: Source and apply information on legal and ethical issues for the hospitality industry** | | | | | | |
| Obtain information on legal issues and ethical issues to assist effective work performance | | | | | | |
| Conduct day-to-day hospitality industry activities in accordance with legal obligations and ethical industry practices | | | | | | |

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 3: Update hospitality industry knowledge** | | | | | | |
| Identify and use a range of opportunities to update general knowledge of the hotel and travel industries | | | | | | |
| Monitor current issues of concern to the industries | | | | | | |
| Share updated knowledge with customers and colleagues as appropriate and incorporate this knowledge into day-to-day work activities | | | | | | |
| **Candidate signature** | | | **Date** | | | |
| **Assessor signature** | | | **Date** | | | |

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Assessor Manual
Maintain hospitality industry knowledge