



Prepare tenders for catering contracts

D1.HCA.CL3.06

Assessor Manual



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Assessor Manual



**William
Angliss
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for foods, tourism
& hospitality

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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.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Front Office, Food and Beverage Services and Food Production Divisions".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Prepare_tenders_for_catering_contracts_FN_030214

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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

UNIT TITLE: PREPARE TENDERS FOR CATERING CONTRACTS		NOMINAL HOURS: 35
UNIT NUMBER: D1.HCA.CL3.06		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to prepare tenders for catering contracts in a range of settings within the in the hotel industries workplace context		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Identify tender requirements</p> <p>1.1 Clarify key objectives and/or requirements of tender in consultation with management</p> <p>1.2 Analyse fixed and variable <i>costing elements</i> in consultation with management</p> <p>1.3 Identify and analyse <i>tendering criteria and conditions</i></p> <p>Element 2: Determine ability to meet tender requirements and conditions</p> <p>2.1 Assess ability to provide catering service/s specified in tender</p> <p>2.2 Assess <i>viability</i> of tendering for the provision of catering service/s</p> <p>2.3 Identify unique requirements of tender</p> <p>Element 3: Estimate costs</p> <p>3.1 Use enterprise <i>rate and/or costing schedules</i> to establish costing</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to all industry sectors that require to prepare tenders for catering contracts within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Food Production</p> <p><i>Costing elements</i> may be related to:</p> <ul style="list-style-type: none"> • Food and beverage requirements • Transportation • Security • Staffing • Venue • Additional components requested by client. <p>Tendering criteria and conditions may include:</p> <ul style="list-style-type: none"> • Purpose of catering, e.g. In-flight, residential, health establishments, corrective services 	

3.2 Confirm availability of labour, equipment, materials and other relevant items according to enterprise requirements

Element 4: Prepare submission for management

4.1 Outline required resources and capacity within *submission*

4.2 Outline cost estimate within submission

4.3 Outline *operational details* within submission

4.4 Outline proposed *products and outcomes* required to meet tender requirements

- Catering requirements, e.g. Lunch, dinner, in-home, light refreshments
- Duration of contract specified in tender, e.g.; one-off event, on-going supply
- Eligibility for submission of tender.

Viability may include:

- Competitive tendering process
- Cost of tendering process
- Likely profit
- Prospect of winning the tender
- Time constraints.

Rate and/or costing schedules may relate to:

- Labour rates
- Standard equipment costs
- Standard material costs
- Standard service costs
- Standard unit costs
- Current commodity costs.

Submission may include:

- Written submission
- Verbal presentation
- Combination of written submission and verbal presentation to management.

Operational details may relate to:

- Staffing
- Transport
- Stock control

- Security/emergency plan
- Facilities management
- Quality.

Products and outcomes may be described in:

- Menus
- Food and beverage specifications
- Service descriptions
- Venue plans, e.g. Décor, decoration, theme.

Assessment Guide

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

- Ability to identify tender requirements for different types of catering contracts
- Ability to identify tendering criteria and conditions
- Ability to assess ability of enterprise to provide service and viability of tendering
- Ability to identify availability of all necessary resources
- Ability to liaise and provide full details of service provision to management.

Linkages To Other Units

- Develop conference programs
- Prepare and monitor budgets
- Manage contractual agreements/commitments.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to identify factors which impact the planning and development of a tender response
- Demonstrated ability to use enterprise costing schedules to produce a costing estimate
- Demonstrated ability to consider a range of creative options.

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 should include practical demonstration of the ability to work with colleagues and customers 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, job role and area of responsibility
- Assessment must include project or work activities that allow the candidate to respond to multiple and varying customer service and communication situations relevant to work area, job role and area of responsibility.

Resource Implications

Training and assessment to include access to a real or simulated workplace and tender documentation, quotation pro-formas, unit prices of equipment, materials and labour; 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		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Analyse tender documentation to identify specific requirements and appropriate enterprise response
Communicating ideas and information	2	Conduct presentations for management
Planning and organising activities	2	Identify the most appropriate way to respond to the tender
Working with others and in teams	2	Work with relevant parties to prepare costing estimates
Using mathematical ideas and techniques	2	Prepare costing estimates
Solving problems	2	Apply conflict resolution and communication skills to resolve conflict and/or misunderstandings
Using technology	-	

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare tenders for catering contracts D1.HCA.CL3.06
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. How might you clarify what the key objectives and/or requirements are for a tender application?	<input type="checkbox"/>	<input type="checkbox"/>
2. Identify two variable costing elements for a tender and explain how you might determine what is needed for each.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. How would you identify what the criteria and conditions are for a tender application?	<input type="checkbox"/>	<input type="checkbox"/>
4. What factors would you take into account when determining your workplace ability to provide catering services specified in a Request for Tender document?	<input type="checkbox"/>	<input type="checkbox"/>
5. Identify the issues you would consider when assessing the viability of a tender application.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Requests For tender can often include/identify 'unique requirements': give five examples of these.	<input type="checkbox"/>	<input type="checkbox"/>
7. Explain how cost for catering services is determined when developing a tender submission/application.	<input type="checkbox"/>	<input type="checkbox"/>
8. You are preparing a tender for a large catering contract at a remote site: name five types of resources of which you might need to confirm availability before committing to submitting the application.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. As part of your tender submission for a catering contract what details would you include about the physical resources required/to be used?	<input type="checkbox"/>	<input type="checkbox"/>
10. What information would you supply in your application for a catering contract in relation to the stated costs you have provided?	<input type="checkbox"/>	<input type="checkbox"/>
11. What operational details would you address in an application for a catering contract at a remote location?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. Identify five examples of 'products and/or outcomes' which may need to be addressed as part of the tender application for a catering contract.	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

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Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List the ten steps/stages in the tendering process.

2. Identify three ways you can become aware of tender opportunities.

3. How can you identify and clarify the requirements of an RFT?

4. What are 'knock out questions and issues' and why is it important to identify them?

5. Give three reasons why management and/or the Tender Team should be part of analysing fixed and variable costing elements.

6. Differentiate between and give three examples of each of fixed costs and variable costs.

7. List three issues to address when analysing fixed costs.

8. List five things you need to know when you have finished identifying and analysing tendering criteria and conditions.

9. List three ways to clarify tendering criteria and conditions.

10. Give five examples of possible tender criteria for a catering contract.

11. Provide three examples of possible tender conditions for a catering contract.

12. Give two reasons why it is important to assess your ability to provide the services and products listed in the RFT for a catering contract.

- 13. List four activities which must be addressed when assessing your ability to provide the outcomes/deliverables as identified in the RFT documentation.

- 14. Describe five activities involved in determining resources needed to deliver tender requirements.

- 15. Identify three acquisition options for physical resources required to deliver a catering contract.

- 16. When assessing viability of tendering for the provision of catering services under an RFT, what is the question you are trying to answer?

17. Provide five topics which must be considered when assessing costs involved in the tendering process.

18. In addition to 'Costs involved in the tendering process' name four other topics/factors which must be considered when assessing viability of a catering contract.

19. What are the three stages of 'risk management'?

20. Identify five techniques which can be used to identify unique requirements for a tender.

21. Give five examples of tender requirements for a catering contract which may be considered 'unique'.

22. Give four reasons why it is important to establish correct and competitive costing as an important phase of the tender development process.

23. What are 'rate and/or costing schedules'?

24. Identify four cost components for which rate and/or costing schedules may be used when establishing costing for a tender.

25. What is involved in 'confirming availability' of resources for a tender?

26. List three options for alternative arrangements for the provision of human resources to support delivery of a catering contract.

27. What are the three standard submission options for a response to an RFT?

28. Give five examples of submission requirements for tender applications which may be provided for in RFT documentation.

29. Give four examples of 'required resources' which may need to be addressed in a tender submission.

30. Describe four critical considerations when outlining cost estimates for a tender submission.

31. Give four reasons why it is important to provide full and proper details of how you intend discharging the requirements of the catering contract when outlining operational details as part of a tender submission.

32. When outlining operational staffing details for a tender submission, what information would you include?

33. When outlining facilities management details for a tender submission, what information would you include?

34. Identify five ways you might describe in a tender submission the products and outcomes you intend delivering.



Answers to Written Questions

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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. List the ten steps/stages in the tendering process.

- Identify the opportunity to submit a tender
- Obtain the RFT documentation
- Identify and clarify key objectives and/or requirements
- Determine ability/capacity to meet tender requirements
- Assess feasibility/viability of the tender
- Determine resource requirements
- Estimate/calculate costs
- Prepare tender documentation
- Submit tender
- Speak to tender, if requested/short-listed.

2. Identify three ways you can become aware of tender opportunities.

- Registering with government agencies to be included on their distribution/notification list when they have RFTs to circulate
- Regularly searching the internet
- Reading an advertisement about the RFT in the media
- Receiving direct communication from the client
- Registering with and paying a Tender Information Service.

3. How can you identify and clarify the requirements of an RFT?

Using a combination of approaches:

- Forming a Tender Team
- Reading and re-reading the RFT
- Speaking with client.

4. What are 'knock out questions and issues' and why is it important to identify them?

- 'Knock out' questions or issues are any demands made by the client which you cannot meet
- They stop you being an eligible candidate for the tender
- Identifying them early is important to save you wasting time, money and effort submitting an application for a tender you have no real chance of winning.

5. Give three reasons why management and/or the Tender Team should be part of analysing fixed and variable costing elements.

- Help by providing advice based on their experience
- Perform calculations required for analysing variable costs
- Assist with necessary research – such as:
 - Sourcing products and prices
 - Obtaining quotations for ingredient and products
 - Determining availability of required resources
 - Trialling/testing required elements – such as:
 - Tasting ingredients
 - Developing recipes
 - Inspecting workplaces where service delivery is required – to determine resources and space available; to identify local issues problems and possible other opportunities
- Provide direction about costs to be applied
- Approve, reject or modify costs which are decided on
- Identify ability of the business to obtain required resources to meet needs of each element.

6. Differentiate between and give three examples of each of fixed costs and variable costs.

Fixed costs are costs which stay the same regardless of the volume of catering/food production which needs to be provided. Examples can include:

- Contract management
- Insurance
- Venue hire or rent
- Security
- Permanent staff (fixed labour costs – full-time staff)
- Maintenance/service agreements
- Membership of organisations/associations.

Variable elements are items which vary with the amount of catering provided. They may also be referred to as 'semi-variable' or 'mixed' costs. They include:

- Food
- Beverages
- Transportation
- Power/utilities
- Staffing – to an extent
- Laundry.

Variable labour costs – such as extra service, kitchen and cleaning (casual and part-time workers as well as overtime payments) staff required to cope with higher levels of catering/service delivery.

7. List three issues to address when analysing fixed costs.

- Ensure all fixed costs have been identified for all of the outcomes/deliverables required under the tender – it is vital all of these are named because failure to do can have a major, negative impact on the viability/profitability of the tender
- Calculate the actual costs attaching to each identified fixed cost – this can mean:
 - Obtaining quotations
 - Sourcing options/alternatives
 - Undertaking price comparisons
 - Negotiating deals with suppliers and providers
- Determine how the costs will be defrayed when the tender pricing/costing is done – for example:
 - Will you identify each cost and list the cost at 'full cost recovery' value only?
 - Will you add a percentage to each fixed cost? So you show a profit/return on each cost
 - Will you integrate all fixed costs into the pricing/costing for other tendered items? For example, assimilating all these costs into:
 - A project management fee
 - The individual selling price for products
 - Costing for 'food' and/or 'beverages' as defined by the RFT.

8. List five things you need to know when you have finished identifying and analysing tendering criteria and conditions.

- Exactly what products and services are required
- Precisely when it is required to be provided – and the duration of the contract being offered
- Where service provision is required – the location and/or sites for service delivery
- How food and beverages are to be supplied/served
- Limitations on and/or mandatory requirements applying to eligible tender applicants

- Compulsory submission requirements as stipulated by the client
- Date and time by which the application must be submitted.

9. List three ways to clarify tendering criteria and conditions.

- Read RFT document
- Attend pre-tender meetings
- Talk to client.

10. Give five examples of possible tender criteria for a catering contract.

- Food safety
- Meals/catering to be provided
- Volumes
- Dates
- Service times
- Patrons/persons to be served
- Types of food
- Diet types
- Quality criteria
- Pricing
- Cooking/preparation methods
- Cooking styles
- Service styles
- Liquor service
- Management
- Customs, religions and/or cultural requirements and/or restrictions to be catered for.

11. Provide three examples of possible tender conditions for a catering contract.

- Using existing kitchen and service as currently provided at the contract site/facility – or being prepared to provide any extra equipment required ‘at own cost’
- Providing nominated equipment at ‘tender’s own cost’
- Nominating certain types/styles/models of equipment to be used for specified operations
- Accepting the payment terms/dates offered in the RFT document
- Agreeing:
 - To making a personal presentation to the client to explain the submission

- The client reserves the right to alter food and beverage requirements at any time subject to:
 - A minimum advance notice period – such as 30 days
 - Joint agreement – between you and the client
 - Necessary adjustments to original/agreed payments
- That the decision of the client as to who is the successful applicant is final.

12. Give two reasons why it is important to assess your ability to provide the services and products listed in the RFT for a catering contract.

- Assist in the decision about whether to proceed with the application or not
- Identify the resources necessary to discharge contract requirements
- Serve as a basis for assessing the viability of tendering.

13. List four activities which must be addressed when assessing your ability to provide the outcomes/deliverables as identified in the RFT documentation.

- Involving Management and the Tender Team
- Allocating time/meetings for this stage of the process
- Confirming RFT requirements ensuring there is a comprehensive and detailed understanding of the requirements – which MUST (should) be underpinned by feedback/additional information received as a direct result of:
 - One-to-one contact with the client
 - Site visit and inspection
- Willingness to undertake necessary research
- Asking and answering a series of questions.

14. Describe five activities involved in determining resources needed to deliver tender requirements.

- Naming the resources
- Attaching numbers to each of the identified resources
- Preparing job descriptions for positions
- Conducting preliminary discussions with possible financiers to identify their potential for providing financial support for the project – and identifying the amount of finance they may be able to supply and the cost of that funding
- Identifying and/or confirming resources already available at the contract site – and establishing the condition of each available item
- Determining acquisition options for each classification of resources as appropriate
- Identifying and resolving problems/issues associated with obtaining the identified/required resources
- Calculating cost for each set of resources
- Determining on-going costs.

15. Identify three acquisition options for physical resources required to deliver a catering contract.

- Purchasing
- Leasing
- Renting/hiring
- Buying new items or used/second-hand
- Joint-purchasing with a partner.

16. When assessing viability of tendering for the provision of catering services under an RFT, what is the question you are trying to answer?

'Is it worthwhile submitting a tender for this catering contract?'

17. Provide five topics which must be considered when assessing costs involved in the tendering process.

- Meetings – internal Tender Team meetings, meetings with management and external meetings with the client and other stakeholders
- Research – into tender requirements, the site, competitors, previous product and service provision on site, legal compliance requirements, resources required
- Development – of new/required menu items, policies and procedures, service protocols to meet stated requirements
- Testing – of products (food and beverages) as well as SOPs and service and other protocols
- Fees associated with the application – there may be a need to pay a fee to register as a tender applicant
- Complexity and requirements of the RFT response – some RFTs can be relatively short and require only basic information to be provided while others can be very detailed and demand you submit well over 100 pages
- Travel.

18. In addition to 'Costs involved in the tendering process' name four other topics/factors which must be considered when assessing viability of a catering contract.

- Time-related factors
- Site location
- Profitability
- Future considerations
- Other applicants
- Results/outcomes of risk analysis.

19. What are the three stages of 'risk management'?

- Risk identification for the project – identifying risks your businesses sees as being attached to the project if you were the successful tendered
- Risk analysis – a process where you evaluate the identified risks to determine their potential Consequence and Likelihood, and identify and analyse possible control for each of the risks which have been listed
- Risk control – where each of the identified risks has (at least one) control allocated to it in order to ensure the risk posed can be effectively mitigated.

20. Identify five techniques which can be used to identify unique requirements for a tender.

- Consulting with management
- Using the Tender Team
- Reading and reading the RFT
- Making sure you understand the RFT
- Clarifying ambiguous terms, statements and requirement listed in the RFT documentation
- Asking questions of the client
- Attending pre-tender meetings.

21. Give five examples of tender requirements for a catering contract which may be considered 'unique'.

- Requirement to provide food and beverage 24/7
- Need to use local or specific, nominated suppliers
- Requirements to cater for a specific culture
- Need to provide meals to meet certain dietary requirements
- Occasional need to provide catering for 'special events' in addition to the normal, day-to-day catering requirements – such as need to cater for:
 - Board meetings every month
 - Annual general Meetings
 - Fundraising events
 - Celebrations
 - Specified meetings, functions and events
- Need to operate a liquor licence
- Requirement to produce a given number of choices per course/service sessions
- Need to offer a stipulated range of take away items
- Need to sell a given assortment of packaged foods and beverages for retail sale

- Demand for different classifications of food to be served at the one time – for example, there can be a need (say in a hospital) to produce:
 - One type, style, quality of food for the public in the general canteen/public outlet/s – at a given set of price/selling points
 - A different range/standard of food for patients
 - A further range (type, style, quality) of food for hospital staff and doctors – at different price points to the canteen
- Shut-down at given periods – for example at boarding schools
- Need to align operations with designated Codes, QA systems and/or other criteria
- Necessity to employ a given number (or percentage) of local employees
- Mandatory requirement to use nominated equipment/service systems – to prepare, deliver and/or serve food
- Need for the client to taste test and approve menu items before they can be offered
- Adherence to designated food safety protocols
- Mandatory reporting requirements
- Requirement to participate in stipulated meetings with the client to discuss progress, resolve issues and make recommendations for improvement to service delivery
- Compulsory training and/or certification for staff
- The right of the client to inspect the premises and provision of catering services either 'on demand' or at identified times
- Maximum selling prices which you can charge for items to be provided
- Stipulation payment for services rendered will only be made at certain times
- Requirement for your organisation to join a nominated industry association when/if it wins the contract
- Necessity to provide a management structure/team at the project site and/or for the contract
- Requirement to provide evidence appropriate risk management for the project has been undertaken
- Need to provide identified financial statements and disclose other information which is usually regarded as 'commercial in confidence'
- Requirement to identify the supply chain to be used for materials and ingredients
- Need to provide emergency procedures to deal with nominated occurrences at the catering site.

22. Give four reasons why it is important to establish correct and competitive costing as an important phase of the tender development process.

- Your tender price will need to reflect and (usually) cover the identified costs/expenses associated with providing the required products and services – this underlines the need for most submissions to return a profit to your organisation

- The organisation who wins the tender is mainly determined on the basis of the tender price they submit – subject to other factors such as quality, compliance, value for money, performance and other nominated evaluation criteria
- Clients usually expect the tender price to represent a saving to them assessed against the cost they would incur in delivering the catering themselves
- Where tender submissions provided by two applicants appear similar in all other respects, it is the tender price which will determine who secures the contract
- This part of the tendering process is often the most time consuming aspect of the tendering process – and frequently the one about which there is the most debate, discussion and disagreement amongst management and the Tender Team
- Where the client has decided on a competitive tendering approach, there is usually a high degree of similarity between the costing presented by all applicants.

23. What are ‘rate and/or costing schedules’?

- Are lists of costs your business will charge for a range of products and/or services showing:
 - Name of products/services
 - Rate/amount charged per unit – as appropriate to the product/service (that is, per item, per hour, per person, per meal)
 - How rates vary as more or less of each unit is required.

24. Identify four cost components for which rate and/or costing schedules may be used when establishing costing for a tender.

- Labour rates
- Standard equipment costs
- Current commodity costs
- Standard service costs
- Standard unit costs
- Standard material costs.

25. What is involved in ‘confirming availability’ of resources for a tender?

‘Confirming availability’ means/refers to ensuring required/identified resources are:

- Actually present in the workplace – serviced, safe and ready to use
- Available when needed – not needing to be used somewhere else in the organisation at the same time
- Can be successfully transferred from one location to another – so they are ready for use when required
- Confirmed as being obtainable from elsewhere – if the business does not already have them available and/or on-site
- Available in required/sufficient quantity to meet identified need
- Confirmed through normal supply chain providers – such as your usual suppliers or identified local suppliers

- Compatible with requirements of the contract – in terms of skills and knowledge (for staff), and capacity and function for physical resources)
- Compliant with relevant legislation – regarding (for example) as appropriate to the individual nature of each resource workplace safety and health, testing, and certification.

26. List three options for alternative arrangements for the provision of human resources to support delivery of a catering contract.

- Hiring more staff
- Allocating extra hours for staff
- Providing training to make staff more productive/effective – which includes up-skilling and multi-skilling employees
- Out-sourcing certain tasks to external providers.

27. What are the three standard submission options for a response to an RFT?

- A written submission in hard-copy and/or electronic form
- Verbal presentation
- Combination of written submission and verbal presentation – to the client or their representative.

28. Give five examples of submission requirements for tender applications which may be provided for in RFT documentation.

- Number of copies of the submission document required – three to four copies are usually required
- Maximum number of pages – the RFT may set a maximum number of pages for the submission document, to prevent tender applicants sending in ‘too many’ pages for the client to read
- Need to use Application document supplied as part of the RFT – as opposed to you being allowed/able to create your own ‘individualised’ approach to the submission
- Need for electronic version – stipulating (for example):
 - Formatting requirements
 - Need for e-version to be virus-checked
- How the submission is to be lodged – for example:
 - Electronically – which usually means via email
 - By mail
 - By hand
- Where submission is to be lodged – identifying, for example:
 - The location of the Tender Box
 - A street address – with name of company

- Date and times by which application must be received in order for the application to be considered:
 - Commonly the time is 4:00PM on the day in question
 - There may also be a date before which submission will not be accepted.

29. Give four examples of 'required resources' which may need to be addressed in a tender submission.

- Labour – in terms of:
 - Job descriptions of staff
 - Numbers of staff in each position
 - Hours and/or indication of the employment status of workers (casual, part-time or permanent)
 - Wage rates – including overtime and relevant penalty rates
- Raw food materials – which can be a requirement to:
 - Identify ingredients
 - Name suppliers/providers
 - Indicate projected volumes/quantities
 - List costing
- Packaged and pre-prepared items to be used – these will/may include:
 - Convenience food
 - Packaged foods for retail sale
 - Most beverages including liquor
- Funding arrangements – some (but not all) RFTs can require you to identify:
 - Money which will be borrowed to enable the contract to be discharged
 - Name of lender
 - Interest rates
 - Repayment amounts
 - Dates for payment
- Support services and requirements – which can address a number of sub-categories such as:
 - Cleaning materials and chemicals – outlining:
 - Type of products and brand names
 - Supplies
 - Volumes
 - Cost
 - Service and maintenance

- Compliance expenses – with local legislation and COPs/SOPs required by the client
- Advertising and promotion.

30. Describe four critical considerations when outlining cost estimates for a tender submission.

- Be certain about the cost estimations required by the RFT documentation – these can vary significantly so it is vital to be aware of the specific requirements for each individual submission
- Realise the *costs* you submit will/must from the basis for the *price* you intend charging for the tender – this means:
 - All costs need to be identified and addressed – for example, if you intend levying a management or administration fee for the contract then this needs to be listed as such
 - The client will use the costs you have supplied to determine the profit you expect from the contract – and they will look unfavourably on any set of figures which returns what they believe to be an ‘excessive’ profit/ROI
- Maintain use of the Tender Team – to assist with:
 - Identifying the resources to be included in the costing
 - Researching and developing the relevant all-inclusive costs for each resource – ensuring no on-costs from suppliers are over-looked/not factored into the final cost price for each resource
 - Calculating the figures/costs which will be included in the final submission
- Double-check the figures you submit – this may require someone to:
 - Verify purchase prices from suppliers
 - Check quantities/volumes required
 - Confirm on-costs
 - Integrate special deals which have been negotiated
 - Re-calculate additions, extensions and other relevant statistical manipulation of the data
- Highlight any costs you believe provide:
 - A benefit, bonus or saving for the client – never assume the client will be identify savings you have provided for them
 - Represent excellent value-for-money
 - Are lower than what apply to the current/previous contracts
- Explain any costs which you believe the client will identify as being excessive/too expensive (as appropriate):
 - Identifying where these charges are imposed by an agency/authority and are simply being passed on, at cost
 - Attaching price lists/quotations from suppliers – to demonstrate source costs
 - Describing how prices/costs from competitors have similarly increased

- Ensure the costs are presented in the required currency unit – as identified in the RFT or as advised by the client.

Costs (and prices) may need to be given in:

- \$USD
- The currency of the country in which the client Head Office is located
- The currency of the country in which the contract is to be delivered
- Avoid presenting 'total' figures without showing how these were arrived at – for example:
 - Show the unit cost
 - List the number of units required
 - Provide the final 'total' cost
- Indicate where variable costing applies – for example:
 - Give indications of how cost per unit may drop if volumes rise – based on economies of scale and/or quantity purchasing discounts
 - How product costs can alter if different quality products/ingredients are used
 - The way labour costs can vary if different service options are used
- Provide an overview of costs –where permitted by the submission guidelines:
 - While you will want to give loads of detail in relation to individual cost elements it is always useful to present a single table/chart which gives a single view of the overall costs
- Add statements indicating, as appropriate:
 - Costs are correct at time of submission
 - Costs are valid till XX/XX/XXXX
 - Costs are subject to inflation
 - Costs are inclusive of all relevant taxes and other charges
 - You are available to explain listed costs, as required.
- Indicate the charge out rate for certain costs – for example:
 - Labour costs may be XX per hour/day but you may want to charge this out to the client at XX+
 - Other costs may be charged out at a flat charge out rate of (for example) 'Cost plus 25%'.

31. Give four reasons why it is important to provide full and proper details of how you intend discharging the requirements of the catering contract when outlining operational details as part of a tender submission.

- Prove your capacity and competency to do the job – as opposed to what others may be offering/proposing
- Convince the client of your ability – you need to give the client reasons to:
 - Long-list or short-list you
 - Select you as the successful applicant

- Validate the costs you have listed as applying to the contract (see previous section) – in effect the operational details demonstrate how you will use/apply the resources identified
- Provide evidence your planning has addressed all the required elements listed in the RFT document – thus demonstrating your:
 - Understanding of the contract
 - Ability to deliver what is required
- Give the client faith in your ability – while the tender price is obviously an important consideration for all tenders it ALWAYS runs in tandem with other important factors/questions the client has, such as:
 - Can they trust your company to deliver what they have promised based on the figures and planning you have presented?
 - Will the price charged enable you to manage/operate the contract as required?
 - Does your submission fit with *their interpretation* of what is needed to provide the deliverables for the contract?

32. When outlining operational staffing details for a tender submission, what information would you include?

- Names of staff
- Numbers and classifications of staff
- Hours to be worked
- Sample staff rosters
- Curriculum vitae
- Certification/qualifications of individuals and training provided
- An organisational chart.

33. When outlining facilities management details for a tender submission, what information would you include?

- Operating policies and procedures for the site
- Planned preventative maintenance arrangements
- Plans for refurbishment and/or updating of the venue
- Technology and/or systems which will be used to control and/or monitor the workplace
- Internal reporting protocols
- Document management.

34. Identify five ways you might describe in a tender submission the products and outcomes you intend delivering.

- Providing sample recipes and food and beverage menus for all the outlets which need to be catered for
- Including visual images of food and beverages you have stated you can/will deliver – this may be achieved through:
 - Use of photographs in the submission
 - Including a DVD as part of the submission package
- Supplying (retail) price lists for all items which are to be sold to customers, workers, and other purchasers
- Identifying payment options you will be prepared to accept from purchasers at different outlets – such as:
 - Cash
 - Electronic funds
 - Payment on account
- Offering to present taste testing of products – if required
- Attaching specifications you will give to your suppliers for the provision of ingredients, food and beverages – to ensure they provide products of a certain quality and standard
- Giving examples of your service protocols – for, as appropriate:
 - Greeting customers
 - Displaying food
 - Holding hot and cold food
 - Plating food
 - Delivering food
 - Complaint handling/resolution procedures
 - Generating user/customer feedback and gauging customer (patrons, patients, inmates, others as appropriate) satisfaction levels with food and beverages provided, service, prices, cleanliness and hygiene, plus other relevant factors
- Including testimonials – from:
 - Previous clients for whom you have worked
 - Consumers of food and beverages at sites where you have delivered food and beverages
 - Suppliers – attesting to the quality of the food you have purchased from them
 - Government agencies and authorities – stating your level of compliance with legislated requirements
- Generating sample set-up plans for functions/events – which may/should indicate and describe:
 - Table plans and seating arrangements

- Décor and decoration – appropriate to special events and/or themed occasions
 - Rosters and staffing costs used for these events
 - Menus used – food and beverages
 - Including images and coverage of previous events/functions you have been involved with – this can take the form of:
 - Photographs
 - DVD
 - Media coverage.
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Prepare tenders for catering contracts D1.HCA.CL3.06
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Identify tender requirements b) Determine ability to meet tender requirements and conditions c) Estimate costs d) Prepare submission for management 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: Identify tender requirements		
Clarify key objectives and/or requirements of tender in consultation with management	<input type="checkbox"/>	<input type="checkbox"/>
Analyse fixed and variable costing elements in consultation with management	<input type="checkbox"/>	<input type="checkbox"/>
Identify and analyse tendering criteria and conditions	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Determine ability to meet tender requirements and conditions		
Assess ability to provide catering service/s specified in tender	<input type="checkbox"/>	<input type="checkbox"/>
Assess viability of tendering for the provision of catering service/s	<input type="checkbox"/>	<input type="checkbox"/>
Identify unique requirements of tender	<input type="checkbox"/>	<input type="checkbox"/>

Element 3: Estimate costs		
Use enterprise rate and/or costing schedules to establish costing	<input type="checkbox"/>	<input type="checkbox"/>
Confirm availability of labour, equipment, materials and other relevant items according to enterprise requirements	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Prepare submission for management		
Outline required resources and capacity within submission	<input type="checkbox"/>	<input type="checkbox"/>
Outline cost estimate within submission	<input type="checkbox"/>	<input type="checkbox"/>
Outline operational details within submission	<input type="checkbox"/>	<input type="checkbox"/>
Outline proposed products and outcomes required to meet tender requirements	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to student and trainer/assessor		
Strengths:		
Improvements needed:		

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Prepare tenders for catering contracts D1.HCA.CL3.06		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Identifies and clarifies objectives, requirements, criteria and conditions for the tender application including 'unique' requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyses costing for the tender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses ability of the venue to provide required catering services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses viability of the tender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Costs the tender application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confirms resources to deliver required services under the contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares a formal tender application addressing all RFT requirements including resources and capacity to deliver, cost, operational details and proposed products and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

--

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Prepare tenders for catering contracts	D1.HCA.CL3.06
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: Identify tender requirements						
Clarify key objectives and/or requirements of tender in consultation with management						
Analyse fixed and variable costing elements in consultation with management						
Identify and analyse tendering criteria and conditions						
Element 2: Determine ability to meet tender requirements and conditions						
Assess ability to provide catering service/s specified in tender						
Assess viability of tendering for the provision of catering service/s						
Identify unique requirements of tender						
Element 3: Estimate costs						
Use enterprise rate and/or costing schedules to establish costing						
Confirm availability of labour, equipment, materials and other relevant items according to enterprise 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
Element 4: Prepare submission for management						
Outline required resources and capacity within submission						
Outline cost estimate within submission						
Outline operational details within submission						
Outline proposed products and outcomes required to meet tender requirements						
Candidate signature:			Date:			
Assessor signature:			Date:			

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