Provide bell boy/porter services
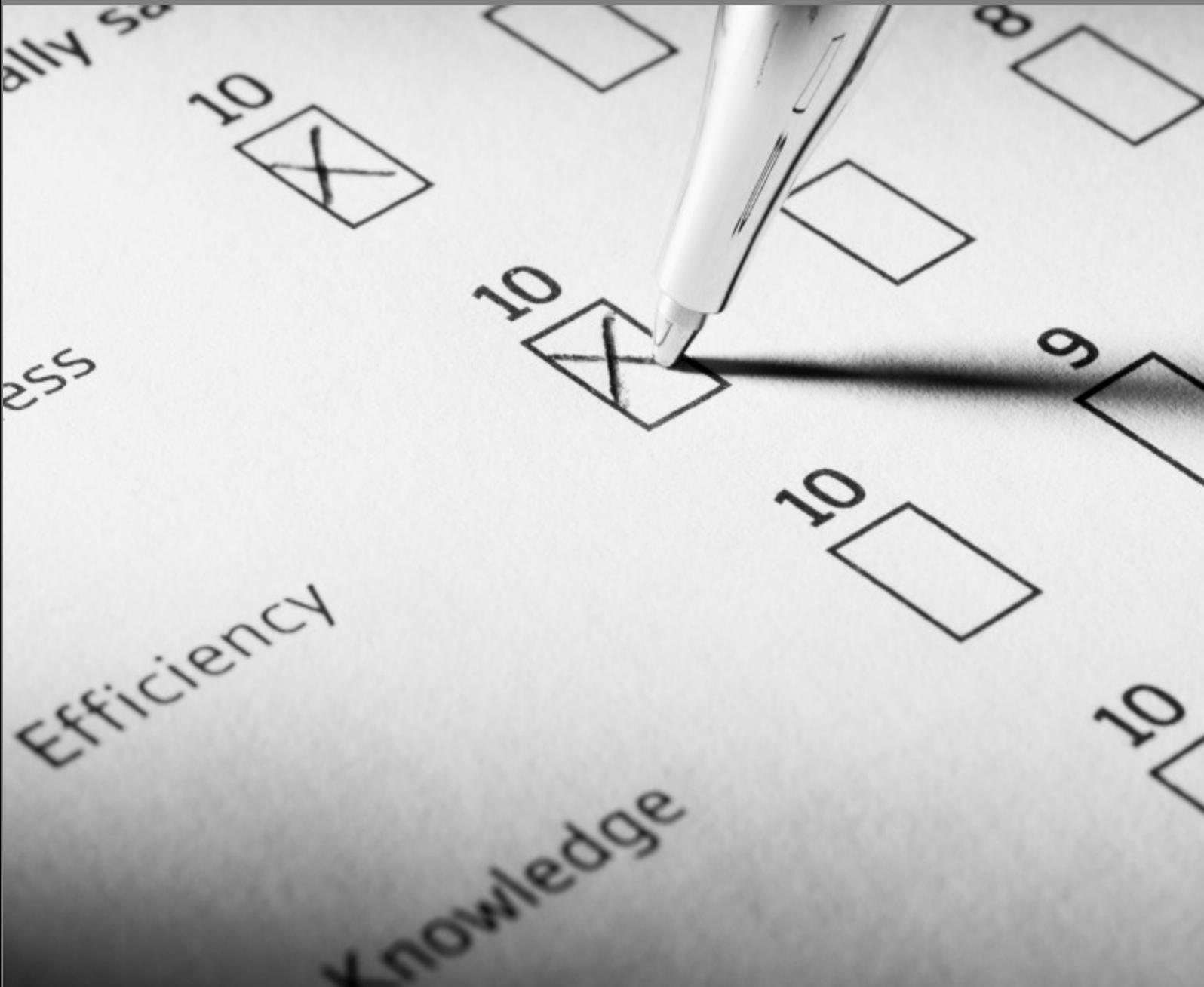
D1.HFO.CL2.07

Assessor Manual

Provide bell boy/porter services

D1.HFO.CL2.07

Assessor Manual

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writer: Evelyn Collins
Project Manager/Editor: Alan Maguire
DTP/Production: Daniel Chee, Mai Vu, Kaly Quach

Disclaimer

Every effort has been made to ensure that this publication is free from errors or omissions. However, you should conduct your own enquiries and seek professional advice before relying on any fact, statement or matter contained in this book. The ASEAN Secretariat and William Angliss Institute of TAFE are not responsible for any injury, loss or damage as a result of material included or omitted from this course. Information in this module is current at the time of publication. Time of publication is indicated in the date stamp at the bottom of each page.

Some images appearing in this resource have been purchased from stock photography suppliers Shutterstock and iStockphoto and other third party copyright owners and as such are non-transferable and non-exclusive. Clip arts, font images and illustrations used are from the Microsoft Office Clip Art and Media Library. Some images have been provided by and are the property of William Angliss Institute.

Additional images have been sourced from Flickr and SXC and are used under Creative Commons licence: http://creativecommons.org/licenses/by/2.0/deed.en

File name: AM_Provide_bell_boy-porter_services_refined.docx

Table of Contents

Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case Studies
- Log books

- Projects and Role plays
- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

• A standardised teaching and assessment framework

• Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

• Recognition of Current Competencies (RCC)

• Skills auditing

• Gap analysis and training

• Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

• Assessors with direction on the standard of practice expected of them

• Candidates with assurance of the standards of practice expected of assessors

• Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

• The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

• Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

• All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

• The rights of the candidate are protected during and after the assessment

• Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

• The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:

  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours

  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents

- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*

  - You are required to compile information in a format that you feel is appropriate to the assessment

  - Do you have any questions about this assessment?"

- Commence Work Project assessment:

  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

  - Participants complete work projects in the most appropriate format

  - Participants must submit Work Project evidence to the assessor before the scheduled due date

- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:

  - Enter Student name

  - Enter Assessor name

  - Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

  We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment

  - Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:

  - Complete Assessment Record for the Oral Questioning by:

    a) Ticking PC or NYC, as appropriate

    b) Entering 'Remarks' as required

    c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided

- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date

- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These written questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability.

  You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

  Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

  We have X time for this assessment:

  - The due date for completion of this assessment is X

  - On this date you must forward the completed questions to the assessor by X time on the date of X

  - Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

- Participants may record written answers (where possible)

- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
    - Pass Competent = Yes
    - Not Yet Competent = No
    - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: PROVIDE BELL BOY/PORTER SERVICES	NOMINAL HOURS: 15

UNIT NUMBER: D1.HFO.CL2.07

UNIT DESCRIPTOR: This unit deals with skills and knowledge required to provide bell boy/porter services within an accommodation property

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Identify the role of a bell boy/porter *1.1* Describe the *services delivered by a bell boy/porter* 1.2 Locate the position of bell boy/porter within the enterprise 1.3 Identify the *personal characteristics* required of a bell boy/porter 1.4 Describe *grooming and personal presentation standards* for a bell boy/porter 1.5 Interpret *enterprise policies and procedures* for the provision of bell boy/porter services 1.6 Identify and explain *the role of communication* in bell boy/porter service provision **Element 2: Assist with guest arrivals** **2.1** Prepare for *expected guest arrivals* **2.2** Comply with *special requests*	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment This unit applies to the accommodation sector of the hospitality industry and has a close working and support relationship with the front office department and to a lesser extent, housekeeping, within the labour divisions of the hotel and travel industries and may include: 1. Front Office *Services delivered by a bell boy/porter* may include: • Greeting guests • Opening doors • Moving guest luggage • Complying with guest requests • Liaising and supporting front office dealings with guests • Supporting service delivery to guests from other departments as required • Providing general support services for the enterprise.

2.3 *Assist guests on arrival* as required

2.4 *Escort guests* to rooms

2.5 Adhere to *enterprise policies and procedures for luggage handling*

Element 3: Assist with guest departures

3.1 Respond to *guest requests for help when departing*

3.2 *Transport luggage for departing guests*

3.3 Operate *in-house guest luggage storage facilities*

Element 4: Assist other departments

4.1 Support *room service requests* for assistance

4.2 Provide *general fetching and carrying duties* for departments as appropriate

4.3 Assist in *emergency cleaning requirements*

4.4 Assist in emergency situations and procedures, as required

4.5 *Back-fill in departments and service areas* where required

4.6 *Manage difficult patrons*

Element 5: Provide concierge services

5.1 Distribute *mail and messages* to guests

5.2 Arrange wake-up calls for guests

Personal characteristics will include:

- Tact, diplomacy and discretion

- Etiquette and good manners

- Politeness and civility

- Honesty and dedication

- Willingness to be of genuine service

- An unbiased and prejudice-free disposition.

Grooming and personal presentation standards may be related to:

- Wearing of uniform

- Personal hygiene

- Personal appearance.

Enterprise policies and procedures may relate to:

- Service standards and protocols

- Honesty

- Treatment of VIPs

- Use of enterprise equipment and facilities

- Complimentary goods and services

- Discretionary authority to act on behalf of the organisation.

The role of communication must include:

- Use of appropriate verbal and non-verbal communication techniques

- Building rapport and goodwill

- Building trust and confidence with the guest

5.3 Organise *transport for guests during their stay* **5.4** Arrange transfers for departing guests **5.5** Organise luggage pick-up from rooms and destinations **5.6** Page guests as required **5.7** Prepare *in-house guest information/directories* **5.8** Respond to *guest requests for advice* and local knowledge	• Honesty • Tact, diplomacy and discretion • Privacy and confidentiality issues • Promotional and selling skills • Recommending and advising guests • Taking guest reservations for internal house services and facilities. *Expected guest arrivals* may be identified from: • Discussions with front office staff • Reviewing guest arrivals lists provided by reception. Special requests may include: • Assisting housekeeping in readying rooms • Assisting housekeeping by preparing and locating designated items into rooms • Placing designated items (such as food and beverages) into rooms • Liaising with room service to assist in provision of nominated room service • Complying with in-house protocols for welcoming VIPs. Assist guests on arrival may include: • Greeting and welcoming guests • Assisting with luggage, including removing luggage from cars, coaches, taxis and placing onto porter trolleys • Escorting or directing guests to reception for check-in • Providing valet parking services.

Escort guests should include:

- Moving guest luggage

- Explaining establishment facilities, services and products

- Promoting designated aspects of the prospects, such as dining, bars, sports facilities, entertainment, house facilities (laundry, cleaning, repairs, secretarial, child minding, translator, room service), in room facilities (mini bar, movies, internet, safe deposits)

- Offering to reserve table at in-house dining facilities

- Opening guest room

- Carrying luggage into room and placing same in accordance with guest wishes

- Checking operational readiness of all in room equipment, items and facilities

- Explaining in room facilities and demonstrating in room features to guests, such as lights, television, telephone, air conditioning, curtains, message systems

- Wishing guests a pleasant stay.

Enterprise policies and procedures for luggage handling should relate to:

- Luggage marking and tagging systems

- Carrying capacities for luggage trolleys

- Specified routes to be taken when moving luggage through public areas

- Observing enterprise limitations and restrictions regarding areas into which guest luggage may not be taken

- Safe manual handling procedures for handling luggage, including designated requirements for bending, carrying, lifting, loading and unloading trolleys, loading and unloading luggage from vehicles, specific procedures for dealing with 'heavy', 'very heavy' and 'fragile' items

- Placement of luggage within guest rooms

- Handling protocols for dealing with group arrivals and departures.

Guest requests for help when departing may include:

- Folding clothes and packing luggage
- Obtaining special requests to assist guests with packing, such as cardboard, foam, paper, extra bags.

Transport luggage for departing guests may include:

- Moving luggage to reception
- Placing luggage into storage
- Loading luggage into/onto vehicles for departure and transfers
- Weighing guest luggage
- Assisting guests to mail/send extra luggage and items home.

In-house guest luggage storage facilities may include:

- Tagging guest luggage and giving guest their claim tag
- Physically placing items into luggage storage areas
- Providing for the security of stored luggage
- Overseeing luggage claims by guests
- Ensuring guest luggage and luggage contents are not damaged in storage.

Room service requests may relate to:

- Assisting in the movement of room service trolleys to guest room
- Assisting in room service set up and presentation
- Assisting in room service clearing.

General fetching and carrying duties may include:

- Carrying supplies and stock from stores to departments

	• Responding to in room guest requests for extra or special items
	• Carrying change to bars and other cash points.
	Emergency cleaning requirements may relate to:
	• Spot cleaning
	• Cleaning up spills and public area accidents, mess and damage.
	Back-fill in departments and service areas may relate to:
	• Providing short-term relief for operational staff who have been temporarily allocated to other duties
	• Assisting in times of high demand
	• Filling in for staff who have been injured or had to leave work due to illness or other pressing reasons.
	Manage difficult patrons may include:
	• Using progressive intervention steps
	• Involving other staff to assist
	• Using physical control tactics.
	Mail and messages may include:
	• Physical delivery of messages and mail to rooms
	• Placing mail and messages into guest pigeon holes
	• Following up mail and messages to ensure guest received them
	• Posting items on behalf of guest
	• Processing charges for mail to guest account.

	Transport for guests during their stay may include: • Advising on public transport options • Arranging a hire car • Arranging limousine service • Providing local maps and information on transport options • Booking local tours and trips. *In-house guest information/directories* may relate to: • Obtaining general tourist information and making it readily available • Preparing specialised half-day and one-day trips for guests with special and general interests • Updating contents of directories to keep them current and relevant to guest profiles. *Guest requests for advice* may include providing advice, information and recommendations on a variety of topics such as: • Tourist attractions • Dining options • Transport • Local culture • Religious and historic points of interests • Gardens and parks • Medical and emergency contacts • Churches and religious services • Nightlife

	• Personal services
	• Making phone calls and enquiries on behalf of guests
	• Maintaining guest privacy and confidentiality.
	Assessment Guide
	The following skills and knowledge must be assessed as part of this unit:
	• The enterprise's policies and procedures in regard to guest service delivery
	• Appropriate written, verbal and non-verbal communication, interpersonal guest service and rapport building skills
	• Negotiation and problem solving skills
	• Liaison skills with internal and external providers
	• Research and acquisition skills to source items requested by guests
	• Problem solving abilities to resolve guest issues
	• Ability to act as agent for the guest.
	Linkages To Other Units
	• Develop and update local knowledge
	• Maintain hospitality industry knowledge
	• Manage and resolve conflict situations
	• Promote hospitality products and services
	• Promote products and services to customers
	• Receive and resolve customer complaints
	• Provide advice to patrons on food and beverage services
	• Manage intoxicated persons

	- Provide information about in-house services - Provide for the safety of VIPs - Communicate on the telephone. **Critical Aspects of Assessment** Evidence of the following is essential: - Demonstrated ability to provide a nominated range of support services to designated departments within the host enterprise - Demonstrated ability to assist individual guests on arrival which must include assistance with luggage, escorting to rooms and presentation and explanation of in room facilities and features - Demonstrated ability to assist groups of guests on arrival which must include assistance with luggage, escorting to rooms and presentation and explanation of in room facilities and features - Demonstrated ability to assist individual guests on departures which must include assistance with luggage and on departure needs as required - Demonstrated ability to assist groups of guests on departures which must include assistance with luggage and on departure needs as required. **Context of Assessment** Assessment must ensure: - Actual or simulated workplace delivery of a nominated range of bell boy/porter services and support activities. **Resource Implications** Training and assessment must include the use of real or simulated establishment facilities, procedures, documentation and guests.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Research in-house and local information; prepare in-house service directories
Communicating ideas and information	2	Speak with guests; explain in room features and facilities; provide concierge advice and information
Planning and organising activities	1	Respond to guest requests for assistance
Working with others and in teams	2	Assist co-workers in the delivery of guest and customer services
Using mathematical ideas and techniques	1	Count and weigh guest luggage

	Solving problems	1	Deal with guest complaints; resolve lost luggage issues; meet guest requests
	Using technology	1	Use electronic key systems; use computerised reservation systems

Assessor Manual
Provide bell boy/porter services

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide bell boy/porter services D1.HFO.CL2.07
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What services might a bell boy/porter provide?	❑	❑
2. Explain where the position of bell boy/porter fits within the overall structure of the accommodation department in a venue.	❑	❑

Questions	Response	
	PC	**NYC**
3. What personal characteristics are required by a bell boy/porter?	❏	❏
4. Explain the grooming and personal presentation requirements for a bell boy/porter.	❏	❏
5. Describe the workplace policies impacting on the work of a bell boy/porter.	❏	❏

Questions	Response	
	PC	**NYC**
6. Describe the role and importance of communication in the work of a bell boy/porter.	❏	❏
7. What is involved for a bell boy/porter in preparing for guest arrivals?	❏	❏
8. Give an example of three activities a bell boy/porter may have to perform when complying with special requests made by arriving guests.	❏	❏

Questions	Response	
	PC	**NYC**
9. You have been summoned to reception to escort a male guest with one suitcase and a lap-top computer bag to his room, room 343: describe the actions will you take to respond appropriately to this situation.	❑	❑
10. What might you discuss/say to a guest when escorting them to their room?	❑	❑
11. What safe manual handling procedures apply in your workplace to the handling of guest luggage?	❑	❑

Questions	Response	
	PC	**NYC**
12. A guest from Room 412 has contacted you and asked you if you can provide two cardboard boxes and foam to enable them to safely wrap two small statues they have bought: how will you respond?	❑	❑
13. A family of four have asked you to collect their luggage and retrieve their car from valet parking as they are departing: identify/describe the activities you will undertake to meet their needs.	❑	❑
14. Describe how your in-house guest luggage storage system operates to allow departing guests to leave their luggage for several hours before leaving for the airport.	❑	❑

Questions	Response	
	PC	**NYC**
15. Give me three examples of support you may be required to provide to room service.	❏	❏
16. What general fetching and carrying duties have you performed as a bell boy/porter?	❏	❏
17. What emergency cleaning jobs might a bell boy/porter be required to undertake?	❏	❏

Questions	Response	
	PC	NYC
18. What is your role if there is a need for the venue to evacuate the property?	❑	❑
19. What positions/jobs might you be required to back-fill in your role as bell boy/porter?	❑	❑
20. An intoxicated guest has returned to the property after dining elsewhere and annoying other guests in the lobby: how might you deal with this situation?	❑	❑

Questions	Response	
	PC	NYC
21. A package has arrived for the guest in Room 312: you have taken the package to the room but no-one has answered your knock on the door. How will you now proceed?	❏	❏
22. A guest has asked you to provide them with a wake-up call at 2:30: how will you deal with this request?	❏	❏
23. A guest in your venue has asked you to obtain a taxi for them so they can go sight-seeing for the afternoon: how will you meet this guest requirement?	❏	❏

Questions	Response	
	PC	**NYC**
24. What is involved in arranging transfers for guests at your workplace to the local airport (or other facility)?	❑	❑
25. A guest has contacted you to arrange pick-up of their luggage from their room as they are departing: what questions would you ask in this situation?	❑	❑
26. Reception has asked you to page Mr Smith from Room 212 who works for Global Inc to come to reception as there is an important telephone call waiting for them: what would you say to page Mr Smith?	❑	❑

Questions	Response	
	PC	NYC
27. What items would you place into a guest information directory if management asked you to compile a general directory for guests?	❏	❏
28. Identify a local tourist attraction and demonstrate how you would explain to an international tourist how to get from your venue to this attraction.	❏	❏

Written Questions

Provide bell boy/porter services – D1.HFO.CL2.07

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Name 3 services delivered by a bell boy/porter.

   _____

   _____

   _____

2. Who does the bell boy/porter report to?

   _____

   _____

   _____

3. What are the desirable qualities of a porter?

   _____

   _____

   _____

4. What is the Clef d'Or Society?

   _____

   _____

   _____

5. Suggest 3 areas that need to be considered with grooming

   _____

   _____

   _____

6. Name [1] one request a porter CANNOT do for a guest

   _____

   _____

7. List 3 items that you would look for on the arrivals report.

_____

_____

_____

8. The guest has asked to have a laser printer put into their room – what would the porter do to achieve this?

_____

_____

_____

9. Describe how you would assist a guest from a car when they arrive at your hotel.

_____

_____

_____

10. What sort of in house facilities can you sell?

_____

_____

_____

11. Give 2 examples of room features you would point out to a guest on arrival.

_____

_____

_____

12. Explain the process for operating the room key.

_____

_____

_____

13. Why is it important to handle luggage safely?

_____

_____

_____

14. Name 3 pieces of information that should be on a luggage label.

_____

_____

_____

15. What could be the consequences of delivering incorrect luggage to a guest's room?

_____

_____

_____

16. When a porter is lifting luggage, what are [2] two precautions the porter should take?

_____

_____

_____

17. List [2] two ways a porter can assist a guest in departure.

_____

_____

_____

18. Describe the procedure for collecting a guest's luggage for checkout.

_____

_____

_____

19. Explain [2] two factors to consider when placing luggage into a storage room.

_____

_____

_____

20. As a porter returns from escorting a guest to their room what task could they perform for room service?

_____

_____

_____

21. Why are Porters the staff who are messengers for the Hotel or Resort?

_____

_____

_____

22. List [3] three stains which guests may require to be cleaned from clothes.

_____

_____

_____

23. Explain the emergency procedure a porter will explain to a guest as they escort the guest to their room.

_____

_____

_____

24. Why should porters be available to backfill for staff in other departments?

_____

_____

_____

25. What should a porter do if they notice someone behaving suspiciously?

_____

_____

_____

26. What is a 'wake up' call?

_____

_____

_____

27. When arranging transport for the guest, list [2] two questions a porter should ask.

_____

_____

_____

28. Why would a guest need transfer transport?

_____

_____

_____

29. What is the Porters Directory?

_____

_____

_____

30. Why do portering staff need to have a good local knowledge?

_____

_____

_____

31. Explain the procedure when mail is received in a hotel.

_____

_____

_____

32. Explain the method a hotel could use to page a guest.

_____

_____

_____

Answers to Written Questions

Provide bell boy/porter services – D1.HFO.CL2.07

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. **Name 3 services delivered by a bell boy/porter.**

- Greeting guests

- Moving guest luggage

- Liaise with other departments

- Answer special requests.

2. **Who does the bell boy/porter report to?**

Bell desk supervisor or the concierge.

3. **What are the desirable qualities of a porter?**

- Have a high regard for personal grooming and hygiene

- Be attentive and courteous

- Be discrete, tactful and sympathetic

- Have a high level of product knowledge, Be resourceful

- Have excellent interpersonal skills (good social and communication skills)

- Have highly developed selling skills

- Understand the various needs of the venue target markets.

4. **What is the Clef d'Or Society?**

It is a society is a worldwide organisation of concierges. It was started in France in 1952 by the head porter of a large Parisian hotel with the aim of uniting all hotel porters in an association based on friendship, solidarity and fraternity.

The society encourages a wider recognition of the concierge, pride and respect in the concierge position Also to maintain the Image, professionalism, Integrity and leadership, to foster the training of future concierges.

5. **Suggest 3 areas that need to be considered with grooming.**

- Good posture

- Basic jewellery

- Deodorant lightly scented

- Lightly-scented aftershave or perfume

- Make-up is kept natural

- Hygiene, good personal hygiene habits, cuts and sores must be kept covered with a clean dressing
- Clean shaven or whiskers neatly trimmed
- Hair neat and tidy and tied back, if appropriate
- Hands must be clean and well cared for at all times
- Good dental health
- Manicured nails with natural coloured polish
- Clean and pressed uniform
- Low heel, polished shoes.

6. **Name [1] one request a porter CANNOT do for a guest.**

Provide illegal products.

7. **List 3 items that you would look for on the arrivals report.**

- Guest's name
- Arrival time
- Special requests
- Mode of arrival.

8. **The guest has asked to have a laser printer put into their room – what would the porter do to achieve this?**

Allocate a printer from business centre, charge the guest account and attach an alert to the reservation so that the printer is picked up when the guest leaves.

9. **Describe how you would assist a guest from a car when they arrive at your hotel.**

To ask if the guest needs assistance, if required, to assist a guest out of a car or from a bus support the guest under the elbow to steady them.

10. **What sort of in house facilities can you sell?**

Restaurants, spa bookings, bars & lounges, sporting facilities, mini bar.

11. **Give 2 examples of room features you would point out to a guest on arrival.**

In room safe, iron & ironing board, telephone, energy controls, mini bar.

12. **Explain the process for operating the room key.**

When arriving at the room location the porter will explain how to use the key, insert the key if it's a metal standard key mention which direction to turn, if it's a magnetic key card insert into the slot and wait for the light to turn green then open.

13. **Why is it important to handle luggage safely?**

It belongs to someone – is their personal property- It could contain fragile or breakable items.

14. **Name 3 pieces of information that should be on a luggage label.**

Name, room number, number of pieces, date of departure.

15. **What could be the consequences of delivering incorrect luggage to a guest's room?**

Sending the wrong luggage to the wrong room causes annoyance, poor guest relations, and embarrassment and has the potential to lead to theft, and breaches of privacy.

16. **When a porter is lifting luggage, what are [2] two precautions the porter should take?**

Test the weight of bags before lifting – give them a test lift, adopt the correct posture for lifting, keep the back straight, bend the knees, lift the luggage.

17. **List [2] two ways a porter can assist a guest in departure.**

Assist the guest to pack their luggage, extra bags or paper to pack delicate items, extra laundry bags for dirty clothes and plastic shoe bags for shoes.

18. **Describe the procedure for collecting a guest's luggage for checkout.**

The porter should knock on the guest's door and announce him or herself.

On being invited into the room, the porter should inquire as to the whereabouts of the luggage and the number of items, then load the items onto a trolley or carried to the front desk.

19. **Explain [2] two factors to consider when placing luggage into a storage room.**

- Date of departure
- The weight of the item
- Size of the item
- Type of luggage- suitcase, sports bag, makeup case etc.

20. **As a porter returns from escorting a guest to their room what task could they perform for room service?**

Collect door knob menus or used trays.

21. **Why are Porters the staff who are messengers for the Hotel or Resort?**

Porters can wear uniforms outside the hotel as messengers.

22. List [2] two stains which guests may require to be cleaned from clothes.

- Food or beverage stains e.g. Red wine, Chocolate or berry stains
- The guest has played a sport or participated in an outdoor activity Porters may have to clean a variety of dirt, mud or grass stains.

23. Explain the emergency procedure a porter will explain to a guest as they escort the guest to their room

Guests are instructed to take the stairs not the elevator or lift and to assemble at a redesignated safe location.

24. Why should porters be available to backfill for staff in other departments?

Other departments may be short of staff or experiencing an influx of guests.

25. What should a porter do if they notice someone behaving suspiciously?

If a porter notices someone behaving suspiciously they should:
- Note down details about the person (how they look, what they were doing and where they appear to be going)
- Alert the supervisor or security department
- Offer assistance to the suspicious person if they feel comfortable doing so
- Continue to observe them (if they realise they are being watched, this often encourages them to leave if in fact they intentions are suspicious).

26. What is a 'wake up' call?

A wake-up call is a telephone call made by a Hotels telephone operator to a guest at a time requested by the guest. It is a telephone call to wake up a sleeping guest.

27. When arranging transport for the guest, list [2] two questions a porter should ask.

- The number of guests travelling
- The destination and terrain to be covered
- Luggage or picnic needs
- Self-drive will need a valid license
- If a driver is required is there a language preference.

28. Why would a guest need transfer transport?

Guests departing the hotel or resort may require transport to meet ongoing transport such as aeroplanes or trains or long distance bus or ship or ferry.

29. What is the Porters Directory?

A directory is an alphabetised reference book maintained by most porters and holds information about:

- Local attractions
- Costs
- Transport
- Directions
- Contacts.

30. Why do portering staff need to have a good local knowledge?

Guests require a range of information and staff in all areas need to be able to supply a variety of information including information about the Hotel or Resort and its services and in house businesses, information about Local attractions and destinations, information about regional destinations and attractions.

31. Explain the procedure when mail is received in a hotel.

- Check that the guest is registered or if a departed guest that the hotel has a forwarding address
- Record the date and time it was received, if it's had to be signed for which staff member signed for the mail. Also record name of guest, type of mail item such as letter, Postcard, parcel etc.

32. Explain the method a hotel could use to page a guest.

Verbally by announcement, electronically via text or mobile phone, or over the intranet.

Assessor Manual
Provide bell boy/porter services

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide bell boy/porter services D1.HFO.CL2.07
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	  a. Identify the role of a bell boy/porter
	  b. Assist with guest arrivals
	  c. Assist with guest departures
	  d. Assist other departments
	  e. Provide concierge services
	2. Enter the date on which the tasks were undertaken
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Identify the roll of a bell boy/porter		
Describe the services delivered by a bell boy/porter	❑	❑
Locate the position of bell boy/porter within the enterprise	❑	❑
Identify the personal characteristics required of a bell boy/porter	❑	❑
Describe grooming and personal presentation standards for a bell boy/porter	❑	❑
Interpret enterprise policies and procedures for the provision of bell boy/porter services	❑	❑
Identify and explain the role of communication in bell boy/porter service provision	❑	❑

Did the candidate	Yes	No
Element 2: Assist with guest arrivals		
Prepare for expected guest arrivals	❑	❑
Comply with special requests	❑	❑
Assist guests on arrival as required	❑	❑
Escort guests to rooms	❑	❑
Adhere to enterprise policies and procedures for luggage handling	❑	❑
Element 3: Assist with guest departures		
Respond to guest requests for help when departing	❑	❑
Transport luggage for departing guests	❑	❑
Operate in-house guest luggage storage facilities	❑	❑
Element 4: Assist other departments		
Support room service requests for assistance	❑	❑
Provide general fetching and carrying duties for departments as appropriate	❑	❑
Assist in emergency cleaning requirements	❑	❑
Assist in emergency situations and procedures, as required	❑	❑
Back-fill in departments and service areas where required	❑	❑
Manage difficult patrons	❑	❑

Did the candidate	Yes	No
Element 5: Provide concierge services		
Distribute mail and messages to guests	❑	❑
Arrange wake-up calls for guests	❑	❑
Organise transport for guests during their stay	❑	❑
Arrange transfers for departing guests	❑	❑
Organise luggage pick-up from rooms and destinations	❑	❑
Page guests as required	❑	❑
Prepare in-house guest information/directories	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor
Strengths:
Improvements needed:
General comments:

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

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Provide bell boy/porter services D1.HFO.CL2.07		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Demonstrates knowledge of roles and responsibilities of bell boy/porter and locates the position within the workplace	❑	❑	❑
Displays the personal characteristics and grooming/personal presentation requirements for a bell boy/porter	❑	❑	❑
Interprets workplace policies impacting on bell boy/porter service provision	❑	❑	❑
Demonstrates role and importance of communication	❑	❑	❑
Prepares for and assists with guest arrivals complying with special requests	❑	❑	❑
Assist arriving guests including escorting to rooms and handling luggage correctly	❑	❑	❑
Assists guest depart including responding to requests, transporting luggage and using in-house guest luggage storage facility	❑	❑	❑
Supports room service as required and back-fills other staff as directed	❑	❑	❑
Fetches and carries items as required and helps with emergency cleaning and emergency situations	❑	❑	❑
Manages difficult guests	❑	❑	❑
Assists guests by distributing mail, arranging wake-up calls, organising guest transport and transfers, paging guests, picking up departing guest luggage	❑	❑	❑
Prepares in-house directories and provides local knowledge and advice to guests in response to queries	❑	❑	❑

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	Provide bell boy/porter services	D1.HFO.CL2.07
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Identify the role of a bell boy/porter						
Describe the services delivered by a bell boy/porter						
Locate the position of bell boy/porter within the enterprise						
Identify the personal characteristics required of a bell boy/porter						
Describe grooming and personal presentation standards for a bell boy/porter						
Interpret enterprise policies and procedures for the provision of bell boy/porter services						
Identify and explain the role of communication in bell boy/porter service provision						
Element 2: Assist with guest arrivals						
Prepare for expected guest arrivals						
Comply with special requests						
Assist guests on arrival as required						
Escort guests to rooms						
Adhere to enterprise policies and procedures for luggage handling						

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: Assist with guest departures						
Respond to guest requests for help when departing						
Transport luggage for departing guests						
Operate in-house guest luggage storage facilities						
Element 4: Assist other departments						
Support room service requests for assistance						
Provide general fetching and carrying duties for departments as appropriate						
Assist in emergency cleaning requirements						
Assist in emergency situations and procedures, as required						
Back-fill in departments and service areas where required						
Manage difficult patrons						

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 5: Provide concierge services						
Distribute mail and messages to guests						
Arrange wake-up calls for guests						
Organise transport for guests during their stay						
Arrange transfers for departing guests						
Organise luggage pick-up from rooms and destinations						
Page guests as required						
Prepare in-house guest information/directories						
Respond to guest requests for advice and local knowledge						
Candidate signature:				**Date:**		
Assessor signature:				**Date:**		