Provide a link between kitchen and service area

D1.HBS.CL5.09

Assessor Manual

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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

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

The ASEAN Secretariat is based in Jakarta, Indonesia.

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

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Disclaimer

File name: AM_Provide_a_link_between_kit_&_ser_area_refined

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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
- Log books

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

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

Selection of assessment methods

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

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

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

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

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

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

Assessing competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

a) Undertake further training or instruction

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

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

• A standardised teaching and assessment framework

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

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

• Recognition of Current Competencies (RCC)

• Skills auditing

• Gap analysis and training

• Credit transfer.

Code of practice for assessors

This Code of Practice provides:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Confidentiality is maintained regarding assessment results

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

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

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

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

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

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

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

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

Preparation

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

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

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

Checklist for Assessors

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

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

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

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

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

- It is the overriding document to record competency

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

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

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

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

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

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

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

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

- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

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

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

  - You are required to complete these activities:
    a) *Using the 'X' method of assessment*
    b) *At 'X' location*
    c) *You will have 'X time period' for this assessment*
  - You are required to compile information in a format that you feel is appropriate to the assessment
  - Do you have any questions about this assessment?"

- Commence Work Project assessment:
  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
  - Participants complete work projects in the most appropriate format
  - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

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

- ▪ Enter Assessor name
- ▪ Enter Location

- Familiarise self with Questions to be asked

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

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

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

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

We have 60 minutes for this assessment.

- ▪ I will give you feedback at the end of the assessment
- ▪ Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:

  - ▪ Complete Assessment Record for the Oral Questioning by:
    - a) Ticking PC or NYC, as appropriate
    - b) Entering 'Remarks' as required
    - c) Completing Oral Questioning within 60 minutes

- Complete Oral Questioning and provide feedback to candidate

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided

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

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

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

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

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

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

We have X time for this assessment:

- The due date for completion of this assessment is X

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

- Do you have any questions about this assessment?"

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

- Participants may record written answers (where possible)

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

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

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

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

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

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

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

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

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

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:

  - Pass Competent = Yes

  - Not Yet Competent = No

  - Unsure about whether candidate is competent or not = Not Sure

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

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

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

Competency Standard

UNIT TITLE: PROVIDE A LINK BETWEEN KITCHEN AND SERVICE AREA	NOMINAL HOURS: 15

UNIT NUMBER: D1.HBS.CL5.09

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to provide a link between kitchen and service area in a range of settings within the hotel industry workplace context

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Liaise between kitchen and service areas	**Unit Variables**
1.1 Relay information in a clear and concise manner using *appropriate communication techniques*	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.
1.2 Monitor and attend kitchen *service points* to ensure prompt pick up of food	This unit applies to all industry sectors that require to provide a link between the kitchen and service areas within the labour divisions of the hotel and travel industries and may include:
1.3 *Check food* in accordance with enterprise standards	1. Food and Beverage Service
1.4 Transfer food to the appropriate service points in accordance with enterprise procedures	*Appropriate communication techniques* may include:
1.5 Advise appropriate colleagues on readiness of items for service	• The use of both open and closed questions
1.6 Identify *additional items* required from the kitchen by monitoring services areas and consulting with other service colleagues	• Speaking clearly and concisely
	• Using appropriate language and tone of voice
1.7 Make requests to kitchen staff based on identified needs	• Being attentive.
	Service points may include:
	• Waiting stations
	• Buffet areas
	• Kitchen service area
	• Room service collection.

Element 2: Clean and clear food service areas	*Check food* may include checking for:
2.1 Remove used items from service areas and safely transferred to the *appropriate location* for cleaning	• Marks
	• Spills
	• Drips
2.2 Handle food scraps in accordance with hygiene regulations and enterprise procedures	• Garnish
	• Against the food order.
2.3 Clean and store equipment in accordance with hygiene regulations and enterprise procedures	*Additional items* may include:
Element 3: Maintain effective relationships with colleagues	• Variations to menu items, such as additions or exclusion of ingredients
	• Small serve
3.1 Meet needs and expectations of colleagues in accordance with organisation standards, policies and procedures and within acceptable time frames	• Entrée serve as a main course.
	Appropriate location may relate to:
	• Still room
3.2 Assist to resolve workplace *conflict* and manage difficulties to achieve positive outcomes	• Pot wash
	• Silver room
3.3 Seek *informal feedback* to identify and implement improvements to products, services, processes or outcomes for colleagues	• Store room.
	Conflict may include:
3.4 Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint	• Group conflict
	• Conflict with individuals
	• Conflict with co-workers.
3.5 Use *non-discriminatory attitudes and language* consistently when interacting with staff and management	

Informal feedback may include:

- Critical incident reviews
- Impromptu questioning of customers to obtain view of products and/or service provided
- Chance discussions with customers
- Coaching and mentoring
- Seeking the opinions of others.

Non-discriminatory attitudes and language may include:

- Language in relation to race and ethnicity
- Not making assumptions about physical or intellectual abilities
- The use of non-discriminatory language in relation to the portrayal of people with disabilities
- Using non-sexist and gender inclusive language.

Assessment Guide

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

- Knowledge of the importance of maintaining a flow of service within a food and beverage service environment
- Knowledge of ordering and service procedures
- Demonstrated ability to apply the principles of effective communication skills
- Demonstrated ability to use active listening, feedback techniques and team building techniques to build and maintain interpersonal relationships within a designated work group or team
- Demonstrated ability to identify the need(s) and concerns of others
- Demonstrated ability to communicate effectively with a range of people relevant to position and role.

Linkages To Other Units

- Comply with workplace hygiene procedures

- Provide food and beverage services.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to use effective communication skills to build and maintain interpersonal relationships within a designated work group or team

- Demonstrated ability to deal with colleagues from diverse backgrounds and cross-cultural misunderstandings

- Demonstrated ability to maintain service flow within a food and beverage service environment

- Demonstrated understanding of the roles of all those who contribute to the service process

- Demonstrated ability to follow established enterprise procedures for maintaining standards of service and hygiene while handling food and food service equipment.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of the ability to work with colleagues and provide an effective link between kitchen and service areas 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 situations relevant to work area, job role and area of responsibility and providing a link between kitchen and service areas.

Resource Implications

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

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

- Case studies
- Observation of practical candidate performance
- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	-	
Communicating ideas and information	2	Use positive communication techniques to build interpersonal relationships

	Planning and organising activities	2	Identify the most appropriate way to identify and respond to feedback
	Working with others and in teams	2	Respond to the requests from colleagues
	Using mathematical ideas and techniques	-	
	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	Provide a link between kitchen and service area D1.HBS.CL5.09
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. Give me an example of how you would communicate a specific guest request for a food dish or menu item to kitchen staff so they understand exactly what the guest wants.	❑	❑
2. How would you monitor service points in a workplace to ensure the prompt pick-up of food for delivery to guests' table?	❑	❑

Questions	Response	
	PC	**NYC**
3. When you pick up food from the kitchen for delivery to service points what checks should you make on each dish you pick up, and why should you make these checks?	❏	❏
4. What factors should you take into account when transferring food from the kitchen to required service points?	❏	❏
5. Why is it important to advise colleagues on the readiness (or not) of food items for service?	❏	❏

Questions	Response	
	PC	**NYC**
6. What 'additional items' might you need to provide to service points or guests during a service session and why is their provision important?	❑	❑
7. Demonstrate to me how you would ask kitchen staff to (a) delay the service of the chicken dish ordered for table 12 by fifteen minutes, and (b) serve potato chips and salads with the steak for table 10 which was originally ordered with vegetables of the day'.	❑	❑
8. Describe how you would clear used crockery, cutlery and glassware from the service area and identify where you would clear the items to.	❑	❑

Questions	Response	
	PC	**NYC**
9. Describe how you would clear plates of food scraps prior to washing them.	❑	❑
10. Describe how to hand wash used crockery and cutlery, and explain how it must be stored to prevent re-contamination.	❑	❑
11. Give three examples of things you can do during a service session to assist colleagues in their designated work role.	❑	❑

Questions	Response	
	PC	**NYC**
12. Tell me what you would do to resolve conflict with a colleague in your workplace.	❏	❏
13. What can you do to obtain feedback from work colleagues so you might improve your performance during service sessions?	❏	❏
14. A colleague has complained you are not helping them sufficiently during service and your lack of assistance is adversely impacting on guest service and satisfaction (and on their tips). How might you respond to this situation?	❏	❏

Questions	Response	
	PC	**NYC**
15. Give me an example of the use of non-discriminatory attitudes and language when interacting with staff and management.	❏	❏

Written Questions

Provide a link between kitchen and service area – D1.HBS.CL5.09

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. Give five examples of information you may need to provide from service areas to the kitchen as part of your standard working role.

    _____

    _____

    _____

    _____

    _____

2. Identify five examples of communication techniques which can be applied to improve the effectiveness of communication between you and wait staff, servers or kitchen staff.

    _____

    _____

    _____

    _____

    _____

3. Give four tips which can be used when relaying a food order from wait staff or servers to the kitchen.

    _____

    _____

    _____

    _____

    _____

    _____

4. List five activities which may comprise 'monitoring and attending kitchen service points'.

_____

_____

_____

_____

_____

5. What is the important issue you must ensure before taking any meals from the pass?

_____

_____

6. Give three reasons why it is important for you to pick up prepared food promptly from the kitchen for transfer to service points.

_____

_____

_____

_____

7. List five checks you should make of food collected from the kitchen before transferring it to service points.

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8. Identify four checks which must be made on serviceware before taking items to service points.

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9.   Describe four food hygiene rules which must be adhered to when transferring foods from kitchen to service points.

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10. List six points which must be followed when carrying trays of food from the kitchen to service points.

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11. Why is it important to catch the waiter's eye when you carry food to a service point?

_____

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12. Give three reasons it is important for you to advise waiters and servers of the readiness of food.

_____

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13. List four activities and/or considerations to implement when informing wait staff that their orders are about to be delivered to the service point.

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14. Give four reasons why it is extremely important to identify additional items required by waiters and guests.

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15. List three ways you can identify 'required items' when supporting the work of servers and wait staff during service.

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16. Identify four key issues in making requests to kitchen staff.

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17. Describe four factors inherent in passing on to waiters and servers the information or answers you have received from the kitchen in response to questions they have asked you to ask kitchen staff.

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18. Identify four reasons why it is important to clear items from a waiter's station or service point.

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19. List four 'points to note' when clearing.

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20. What are the two generic items which need to be cleared from service points?

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_____

21. What are the two common methods used to transfer food from the kitchen to service points?

_____

_____

22. Identify five activities which may be involved in the processing of items cleared from service points.

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23. What is 'plate waste' and what must happen to it?

_____

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_____

24. Give four examples of 'single use' items and identify what must happen to them when they have been used.

_____

_____

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_____

_____

_____

25. List four requirements applying to external bins used to dispose of food and food scraps.

_____

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_____

_____

_____

26. Describe four possible enterprise procedures regarding rubbish disposal and the handling of food scraps.

_____

_____

_____

_____

_____

_____

27. Differentiate between an item which is 'clean' and one which is 'sanitised'.

_____

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_____

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_____

28. What are the seven steps in the accepted general sequence for washing and cleaning crockery and cutlery?

_____

_____

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29. What are the requirements for ensuring the safe and effective washing of crockery and cutlery in a double-bowl sink?

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30. Give four reasons why it is important for you to meet the needs and expectations of your co-workers.

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31. List and explain four needs and expectations colleagues may have about your workplace performance?

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32. Give three reasons why it is important to manage and resolve workplace conflict and difficulties.

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33. Differentiate between 'internal' and 'external' customers.

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34. What are the keys to resolving issues where you have determined there is a conflict or misunderstanding with a colleague?

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35. Give four examples illustrating why feedback is vital.

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36. What is '360° feedback'?

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37. Identify four ways of seeking and obtaining feedback from others.

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38. Identify six keys to successfully and effectively handle complaints.

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39. List six things you can do to help ensure you behave in a non-discriminatory manner in the workplace.

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40. Give four examples of workplace action or activities which can be regarded as victimisation of other people.

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Answers to Written Questions

Provide a link between kitchen and service area – D1.HBS.CL5.09

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

1. **Give five examples of information you may need to provide from service areas to the kitchen as part of your standard working role.**

   - General food order – table number, number of guests, dishes ordered

   - Special requests

   - Side orders

   - Complaints

   - Requests for additional items

   - Questions regarding how long items will be

   - Guest questions about menu items.

2. **Identify five examples of communication techniques which can be applied to improve the effectiveness of communication between you and wait staff, servers and kitchen staff.**

   - Using most appropriate method of communication – verbal, sign language, written

   - Writing clearly

   - Using open and closed questions

   - Paying attention

   - Never interrupting the other person

   - Asking questions

   - Not trying to guess what the other person will say

   - Repeating back what they have told you

   - Speaking slowly and clearly

   - Being concise

   - Using appropriate language.

3. **Give four tips which can be used when relaying a food order from wait staff or servers to the kitchen.**

   - Be prepared to wait a few seconds before placing order to ensure you have the attention of the person you want

   - Make sure you have their full attention

   - Highlight special requests

- Describe/explain what is needed (verbally) clearly
- Get kitchen to repeat back the order to verify it.

4. **List five activities which may comprise 'monitoring and attending kitchen service points'.**

- Insert answer
- Collecting meals from the service point and delivering them to the service area/wait staff
- Clearing away food service items from service areas and returning them to the kitchen, dishwashing area and/or stillroom or larder
- Cleaning food service areas to maintain appearances and safety (picking up spilled food and liquids/beverages)
- Maintaining food service areas to ensure all requirements for service (food and non-food items) are kept stocked/supplied
- Performing any 'one-off' food-related duties as trade, staff shortages, demand and requests from wait staff dictate. This may include:
  - Obtaining foodstuffs from the cool room, freezer or dry store
  - Dishwashing
  - Performing very basic food preparation duties
  - Setting up plates and trays.

5. **What is the important issue you must ensure before taking any meals from the pass?**

They are your meals for the table you think they are for.

6. **Give three reasons it is important for you to pick up prepared food promptly from the kitchen for transfer to service points.**

- Prompt collection of dishes enables the quicker service of food to guests
- Quick service enhances the guest service/dining experience
- Removal of food from the pass creates space for the next order
- Prompt collection food optimises likelihood food will be served at its best
- Immediate collection of food when it facilitates integration of food service with wine/beverage service
- There is an increased chance food may become contaminated the longer it sits at the pass waiting to be collected.

7. **List five checks you should make of food collected from the kitchen before transferring it to service points.**

- The right meal has been prepared and any requested changes have been made to the item/dish
- Every service plate is clean and presentable

- The *quality* of all items served for consumption
- The *appearance* of the food on the plate
- Guest/special requests have been accommodated.

8. Identify four checks which must be made on serviceware before taking items to service points.

- They are clean
- Crockery and glassware is free from cracks and chips
- They are free from other damage
- They are suitable for the dish they are accompanying
- They are sufficient in number to match the order/requirements of the table
- They are safe and do not present any danger to staff or customers.

9. Describe four food hygiene rules which must be adhered to when transferring foods from kitchen to service points.

- Keep bare hands/fingers away from the food to avoid contamination
- Avoid scratching hair, nose, eyes, or mouth when handling food/carrying plates
- Keep long hair tied back
- Wash hands before handling plates or cutlery if you have been engaged in other duties
- Do not sneeze or cough on to the plates, cutlery or food.

10. List six points which must be followed when carrying trays of food from the kitchen to service points

- Give way to guests
- Give way to waiters
- Look before you walk
- Remember you are on public show
- Walk at a moderate pace
- Carrying plates correctly and safely so the food maintains its appearance and is delivered safely to the service point
- Not letting a member of the public unnecessarily touch the food
- Ensure the food does not become contaminated
- Make sure the right order goes to the right service point
- Be careful. This means:
  - Exercising extreme care when carrying a tray
  - Not rushing
  - Not trying to carry too much
  - Paying attention to the changing conditions on the floor.

11. Why is it important to catch the waiter's eye when you carry food to a service point?

- So they know you have brought something in

- To give them an opportunity to indicate they need to speak to you

- So they can pass on required information.

12. Give three reasons why it is important for you to advise waiters and servers of the readiness of food

- So they can plan work on other tables

- To facilitate integration of other service/activities

- So waiters can prepare the table for service (clear items, adjust cutlery).

13. List four activities and/or considerations to implement when advising wait staff their orders are about to be delivered to the service point.

- Enter service area

- Verbally advise of food to be brought in

- Double-check the dishes are correct and the right ones for the right table/s

- Give sufficient/suitable warning to wait staff

- Communicate any other relevant issues at the same time.

14. Give four reasons why it is extremely important to identify additional items required by waiters (and guests).

- Enhances service provision

- Increases guest satisfaction

- Shows your support for colleagues

- Optimises service excellence

- Increases efficiency

- Demonstrates customer/guest focus

- Proves you are concentrating on your role.

15. List three ways you can identify 'required items' when supporting the work of servers and wait staff during service.

- Speaking to waiters/servers and asking them if they need anything

- Being alert to requests made to you direct from guests at the table and/or from colleagues (including food and beverage waiters)

- Observing the service area. Look for indicators there is an impending need, for example:

  - A guest who has dropped their knife indicates a need for a replacement knife

- A spilled glass of wine indicates the need to provide the materials necessary for clearing and cleaning the mess
- Guests who elect to share a dish may indicate the need for an additional plate and/or cutlery
- Using your experience, common sense and industry knowledge, for example:
  - Departing guests may indicate the need for clearing and re-setting a table
  - The arrival of guests with young children may indicate the need to bring a high chair
  - If you overhear a guest ask the waiter for more bread rolls this indicates a need for more bread rolls.

16. Identify four key issues in making requests to kitchen staff.

- Make sure you know exactly what it is you need to find out about. Clarify any ambiguities with the waiter/server before you speak to the kitchen
- Talk to the right person. Different questions can be answered by different people. You do not always have to speak to the head chef or the person on the pass. Use common sense to determine who you should ask questions to
- Make the enquiry as quickly as possible without being rude or interrupting what others are doing
- Get the person's attention before speaking to them. You must realise the kitchen is a busy and noisy place so make sure the person you want to ask a question of is actually listening to you before you start asking your questions
- Speak directly to the person in a clear voice explaining exactly what is required and asking the questions which need to be answered
- Listen to the answers given to you. Be prepared to take notes where answers may be complex or detailed
- Be prepared to ask follow-up questions where you believe the person has not understood you or where you are unsure about the answer you have been given
- Thank the person who gave you the answer. This will encourage them to deal positively with you into the future.

17. Describe four factors inherent in passing on to waiters and servers the information or answers you have received from the kitchen in response to questions they have asked you to ask kitchen staff.

- Respond in a timely manner. Get the information/answer back to the waiter/server as soon as possible
- Provide any necessary detail where the answer requires you to communicate some specific information, factor or element
- Speak to them away from the guest/table. The communication between you and the staff member should not be able to be overheard
- Get their attention before speaking. Make sure they are listening and paying attention before you share what you need to communicate to them
- Be prepared for follow-up questions to be asked. This may occur because guests have made further requests
- Ask the waiter/server if they have other questions which need to be asked to demonstrate your willingness to help and support them.

18. **Identify four reasons why it is important to clear items from a waiter's station/service point.**

    - It eliminates clutter at the service points/stations – and gives wait staff/servers more room to work

    - It makes the service area/point look more attractive and presentable to guests

    - It makes room for you to place/off-load your next delivery of dishes

    - It enables used/dirty items to be taken to the dishwashing area so they can be cleaned and re-used

    - It provides another opportunity for communication to occur between you and the wait staff/servers.

19. **List four 'points to note' when clearing.**

    - Always try to communicate with the wait staff/servers when clearing

    - Try to bring something back every time you return to the kitchen after taking something in to the room or service point

    - Be as quiet as possible

    - Make sure the waiter's station/service area is clear before you take food into the dining area/service area

    - Walk at a safe place when removing items

    - Loading your tray in a structured way.

20. **What are the two generic items which need to be cleared from service points?**

    - Used items

    - Items no longer required.

21. **What are the two common methods used to transfer food from the kitchen to service points?**

    - By tray

    - By hand.

22. **Identify five activities which may be involved in the processing of items cleared from service points.**

    - Cleaning of used/dirty items

    - Storing of items in readiness for future use

    - Filling/refilling of condiments

    - Cleaning/wiping of proprietary sauce bottles

    - Disposing of items into rubbish containers

    - Placement of linen into receptacles ready for laundering

    - Placement of items into storage for later use.

23. What is 'plate waste' and what must happen to it?

- 'Plate waste' is anything which has been served to the guest and is returned from their table/plate.

- Must be thrown out.

24. Give four examples of 'single use' items and identify what must happen to them when they have been used.

- Drinking straws

- Paper serviettes/napkins

- Plastic cutlery

- Wooden stirrers

- Take-away containers

- Portion control packs which have been opened and/or partially used. These PC packs may be used by some venues to serve:
    - Butter
    - Jam
    - Sauces and mustards
    - Milk
    - Salt and pepper
    - Other food such as cereals and biscuits

- Must be disposed of after they have been used and cannot be reused.

25. List four requirements applying to external bins used to dispose of food and food scraps.

- External rubbish bins are to have tight fitting lids which are to be kept in position when the bins are not in use

- The rubbish area must be kept clean

- There must be 'sufficient' rubbish bins to cater for the amount of rubbish produced

- The rubbish bins themselves must be kept clean.

26. Describe four possible enterprise procedures regarding rubbish disposal and the handling of food scraps.

- All food scraps must be thrown into one or more bins located at or near the dishwashing area or other designated points

- All internal rubbish bins used for food scraps must be lined with a strong, good quality liner

- No food scraps are to be consumed or taken home by staff members

- Bags of food scraps from internal bins must be disposed of appropriately into external bins/dumpers

- An external rubbish removal company may be used to supply and empty rubbish bins/dumpers
- No food scraps are to be left in internal bins between shifts or overnight.

27. Differentiate between an item which is 'clean' and one which is 'sanitised'.

- 'Clean' is free from visible contamination and odour
- 'Sanitised' refers to items which are free from bacteria/germs or items which have had the level of bacteria/germs reduced to a safe level.

28. What are the seven steps in the accepted general sequence for washing and cleaning crockery and cutlery?

- Remove visible food debris/scrape the plates
- Rinse with warm water to remove loose dirt
- Wash with a detergent
- Rinse again
- Apply a sanitiser
- Rinse
- Allow to air dry.

29. What are the requirements for ensuring the safe and effective washing of crockery and cutlery in a double-bowl sink?

- One bowl must contain water at 45°C and detergent for washing the items
- One bowl must contain clean water at a minimum of 77°C for sanitising
- Sanitising must involve soaking the items for a minimum of 3 minutes
- A thermometer must be on hand to check and verify water temperatures.

30. Give four reasons why it is important for you to meet the needs and expectations of your co-workers.

- Help them do their job as expected by management and guests
- Demonstrate your commitment to a team approach and improving your workplace reputation as a valued co-worker
- Provide better service delivery to guests enhancing their dining experience and increasing the likelihood of repeat and referral business
- Complete work others are relying on in order for them to be able to complete their work
- Implement and maintain the standards and protocols established by the venue for the provision of service to guests and support to other staff
- Indirectly assist the venue meet guest needs and expectations as created by advertisements and promotions the venue runs
- Create a more effective and efficient workplace
- Show management you are actually doing the job they expect you to do and are paying you to do.

31. **List and explain four needs and expectations colleagues may have about your workplace performance?**

- Attend for work when rostered

- Maintain professional personal presentation

- Maintain appropriate personal hygiene

- Demonstrate a positive attitude in the workplace

- Show respect for others in the workplace

- Communicate effectively

- Respond promptly to requests, incidents and issues arising including emergencies:

- Perform allocated tasks as required for the job role being undertaken

- Maintain work area in clean, neat, safe and secure condition

- Accommodate unscheduled tasks

- Comply with legislated and internal requirements

- Effectively and promptly address complaints and issues

- Participate in workplace activities.

32. **Give three reasons why it is important to manage and resolve workplace conflict and difficulties**

- Stop small problems/issues growing into big ones

- Maintain the usual positive orientation of the workplace

- Reduce absenteeism and staff turnover

- Comply with ethical and legal requirements.

33. **Differentiate between 'internal' and 'external' customers.**

- Internal customers = staff, co-workers and colleagues

- External customers = paying customers.

34. **What are the keys to resolving issues where you have determined there is a conflict or misunderstanding with a colleague?**

- Plan what you are going to say

- Plan when you are going to address the situation

- Plan where you will talk to the other person

- Determine what you want from the resolution process

- Identify specific examples of the problem, issue, difficulty, problem or conflict you want to discuss

- Speak to the colleague and ask them if they are able to meet with you (when and where you have decided)

- Meet with the person and apply standard resolution techniques to resolve the situation.

35. **Give four examples illustrating why feedback is vital.**

- It helps identify areas requiring attention and improvement
- It gives you opinions on how others view your work and the products/services you provide
- It forms the basis of action
- It can provide a diversity of views
- It demonstrates you want to be a team player
- It provides positive and negative comments on performance and products.

36. **What is '360˚ feedback'?**

Feedback from different directions/people – staff, customers, management.

37. **Identify four ways of seeking and obtaining feedback from others.**

- Verbally asking people for feedback
- Watching for instances of feedback
- Asking management for samples of feedback they have generated or received from guests
- Impromptu questioning of customers/guests
- Engaging in chance discussions with customers/guests
- Participating in critical incident reviews
- Taking part in workplace coaching and mentoring
- Raising guest feedback as a topic at staff and departmental meetings.

38. **Identify six keys to successfully and effectively handle complaints**

- Thanking the person for making the complaint
- Listen carefully to what the person identifies as the complaint
- Ask questions
- Maintain a polite and civil attitude
- Determine objectively if there is truth in the complaint
- Remain positive throughout the exchange/interaction
- Be sensitive
- Be prepared to apologise for what you did or did not do
- Take responsibility for fixing the problem/issue
- Gain agreement from the other person that what you intend doing will fix the problem and be acceptable to them
- Implement the agreed activity
- Follow-up with the person.

39. **List six things you can do to help ensure you behave in a non-discriminatory manner in the workplace.**

   - Avoid racist language and sentiments
   - Do not make statements which are sexist or gender-specific in nature
   - Do not infer competency or ability
   - Never make assumptions about a person's physical or intellectual abilities
   - Do not stereotype people
   - Avoid discriminatory language in relation to the portrayal of people with disabilities
   - Do not make ageist statements about others
   - Get to know people from other nationalities, cultures, religions and socio-economic backgrounds
   - Exercise patience and tolerance
   - Ask people with a different background to yourself questions which demonstrate you want to co-operate with them, help them and support their workplace activities
   - Be slow to take offence at what people from different backgrounds say to you
   - Do not take immediate offence at what someone from another country may do
   - Attend 'cultural diversity' training sessions
   - Be quick to apologise if you realise you have given unintended offence
   - Never victimise anyone on the basis of their personal characteristics.

40. **Give four examples of workplace action or activities which can be regarded as victimisation of other people.**

   - Verbal taunts
   - Making inappropriate gestures towards them
   - Refusing to help them
   - Not sharing information with them
   - Not allowing them the same opportunities (to gain experience, to obtain training, to work) as others
   - Treating them unfairly, unkindly or differently to the way you treat others
   - Ostracising them.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide a link between kitchen and service area D1.HBS.CL5.09
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Liaise between kitchen and service areas
	
	   b) Clean and clear food service areas
	
	   c) Maintain effective relationships with colleagues
	
	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: Liaise between kitchen and service areas		
Relay information in a clear and concise manner using appropriate communication techniques	❑	❑
Monitor and attend kitchen service points to ensure prompt pick up of food	❑	❑
Check food in accordance with enterprise standards	❑	❑
Transfer food to the appropriate service points in accordance with enterprise procedures	❑	❑
Advise appropriate colleagues on readiness of items for service	❑	❑
Identify additional items required from the kitchen by monitoring services areas and consulting with other service colleagues	❑	❑
Make requests to kitchen staff based on identified needs	❑	❑

Did the candidate	Yes	No
Element 2: Clean and clear food service areas		
Remove used items from service areas and safely transferred to the appropriate location for cleaning	❑	❑
Handle food scraps in accordance with hygiene regulations and enterprise procedures	❑	❑
Clean and store equipment in accordance with hygiene regulations and enterprise procedures	❑	❑
Element 3: Maintain effective relationships with colleagues		
Meet needs and expectations of colleagues in accordance with organisation standards, policies and procedures and within acceptable time frames	❑	❑
Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes	❑	❑
Seek informal feedback to identify and implement improvements to products, services, processes or outcomes for colleagues	❑	❑
Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint	❑	❑
Use non-discriminatory attitudes and language consistently when interacting with staff and management	❑	❑
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	

Assessor Manual
Provide a link between kitchen and service area

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 a link between kitchen and service area D1.HBS.CL5.09		

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
Relays information and requests between kitchen and service area, and service area and kitchen	❑	❑	❑
Monitors service point so food is picked-up promptly when ready	❑	❑	❑
Checks dishes before pick-up and transfers to service areas	❑	❑	❑
Identifies and obtains items required by servers and/or guests during service	❑	❑	❑
Removes, cleans and stores used crockery and cutlery	❑	❑	❑
Meets needs and expectations of colleagues during service	❑	❑	❑
Resolves conflict and handles complaints with colleagues positively and effectively	❑	❑	❑
Seeks feedback on work to enhance personal performance	❑	❑	❑
Uses non-discriminatory attitudes and language when interacting with management and colleagues	❑	❑	❑

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 a link between kitchen and service area	D1.HBS.CL5.09
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: Liaise between kitchen and service areas						
Relay information in a clear and concise manner using appropriate communication techniques						
Make requests to kitchen staff based on identified needs						
Monitor and attend kitchen service points to ensure prompt pick up of food						
Check food in accordance with enterprise standards						
Transfer food to the appropriate service points in accordance with enterprise procedures						
Advise appropriate colleagues on readiness of items for service						
Identify additional items required from the kitchen by monitoring services areas and consulting with other service colleagues						
Element 2: Clean and clear food service areas						
Remove used items from service areas and safely transferred to the appropriate location for cleaning						

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
Handle food scraps in accordance with hygiene regulations and enterprise procedures						
Clean and store equipment in accordance with hygiene regulations and enterprise procedures						
Element 3: Maintain effective relationships with colleagues						
Meet needs and expectations of colleagues in accordance with organisation standards, policies and procedures and within acceptable time frames						
Assist to resolve workplace conflict and manage difficulties to achieve positive outcomes						
Seek informal feedback to identify and implement improvements to products, services, processes or outcomes for colleagues						
Handle complaints positively, sensitively and politely in consultation with the person/s making the complaint						
Use non-discriminatory attitudes and language consistently when interacting with staff and management						
Candidate signature			**Date**			
Assessor signature			**Date**			