Provide information about in-house services

D1.HFO.CL2.11

Assessor Manual

Australian Aid
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William Angliss Institute
Specialist centre for foods, tourism & hospitality

Provide information about in-house services

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Assessor Manual

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The ASEAN Secretariat is based in Jakarta, Indonesia.

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

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

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

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File name: AM_Provide_info_about_in-house_services_refined.docx

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Competency Based Assessment (CBA) – An Introduction for Assessors

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

Suggested Assessment Methods

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

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

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

Alternative Assessment Methods

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

a) The nature of the unit
b) The strengths of participants
c) The number of participants in the class
d) Time required to complete assessments
e) Time dedicated to assessment
f) Equipment and resources required.

Alternate assessment methods include:

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

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

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

Selection of Assessment Methods

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

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

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

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

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

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

Assessing Competency

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

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

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

Pass Competent (PC)

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

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

Not Yet Competent' (NYC)

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

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

The participant may be required to:

a) Undertake further training or instruction

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

Regional Qualifications Framework and Skills Recognition System

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

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

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

Recognition of Prior Learning (RPL)

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

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

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

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes
- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

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

Checklist for Assessors

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

Instructions for Recording Competency

Specifications for Recording Competency

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

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

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

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

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected
- Prepare sufficient resources for the completion of work activities including:
  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

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

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

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

  - You are required to complete these activities:

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

    b) *At 'X' location*

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

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

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment

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

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

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

  We have 60 minutes for this assessment.

  - I will give you feedback at the end of the assessment
  - Do you have any questions about this assessment?"
- Commence Oral Questioning assessment:
  - Complete Assessment Record for the Oral Questioning by:
    a) Ticking PC or NYC, as appropriate
    b) Entering 'Remarks' as required
    c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

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

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

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

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

  We have X time for this assessment:

  - The due date for completion of this assessment is X
  - On this date you must forward the completed questions to the assessor by X time on the date of X
  - Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

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

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

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

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

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

Specifications for Third Party Statement

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

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

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

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

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

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

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

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

Competency Standard

UNIT TITLE: PROVIDE INFORMATION ABOUT IN-HOUSE SERVICES	NOMINAL HOURS: 20
UNIT NUMBER: D1.HFO.CL2.11	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to enable the provision on information about in-house services to guests in an accommodation facility	
ELEMENTS AND PERFORMANCE CRITERIA	**UNIT VARIABLE AND ASSESSMENT GUIDE**
Element 1: Obtain information about in-house services **1.1** Identify *sources of information* regarding *in-house services* **1.2** Identify *information about in-house services* **1.3** Prepare a *database of information* in relation to in-house services **Element 2: Share generic information about in-house services** **2.1** *Provide verbal information* to *guests and others* **2.2** Provide *printed information* to guests **2.3** Provide *electronic information* to guests **Element 3: Respond to specific requests for information about in-house services** **3.1** *Assess the request* for information	**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 all industry sectors that provide a range of information about in-house services to guests within the labour divisions of the hotel and travel industries and may include: 1. Front Office *Sources of information* may be related to: • Workplace documents • Brochures and promotional material • Host enterprise website • Product and services inventory • Peers, senior and experienced colleagues, supervisors, managers and owners

3.2 *Prepare a response* to the specific request **3.3** *Provide the required information* **3.4** *Provide hard copy details* of the response **Element 4: Update information about in-house services** **4.1** Identify and use *opportunities to update in-house information* **4.2** *Revise printed information* to guests **4.3** *Update the in-house information database* **4.4** *Share updated knowledge* with colleagues	• Menus and price lists • Schedules • Existing product and services database. *In-house services* refers to facilities provided by the establishment or available in-house through a third party provider or supplier and may include: • Products • Services. *Information about in-house services* will include: • General establishment information, including location of venue, contact details, opening hours of departments within the venue, establishment policies and procedures governing matters relating to the use and enjoyment of enterprise products, services and facilities • Products available, including location of those products and conditions, restrictions and limitations imposed by the establishment or by legislation on their supply or possession and information should cover: ▪ Brand names ▪ Size, dimensions, volumes ▪ Type or model ▪ Reputation ▪ Characteristics ▪ Cost/selling prices, including available discounts ▪ Current level of availability ▪ Instructions for use • In-house services available, including personal and business services, recreational and relaxation services, in-room and in-house options, cost/prices, time-related factors including availability and lead/delivery times

	• In-house facilities available, including standard in-room facilities, outside facilities and facilities that can be obtained on request with applicable charges, where appropriate • Procedures for ordering, booking or obtaining products and services, and/or the use of facilities • Products and services available in-house through a third party provider, including method of ordering, costs, lead times/delivery times, ordering restrictions, such as minimum quantity and/or minimum charge, delivery costs and relevant legislated issues. *Database of information* may include: • Electronic and/or paper-based system • Division of the database into relevant categories as applicable to the individual establishment • Ease-of entry of new and/or revised material • Ease of access to retrieve data. *Provide verbal information* should include: • Informing guests of in-house services on arrival • Providing information to guests when accompanying/escorting them to rooms • Providing information to prospective guests and other clients, including function organisers, tour operators and hosts • Conducting familiarisation tours to industry personnel and media representatives • Verbally notifying associated third party businesses that sell the establishment. *Guests and others* to whom information may be provided may include: • Guests staying in the accommodation • Prospective guests • Representatives of external organisations that act as agents on behalf of the organisation.

	Printed information should relate to: • Standard information sheets available at reception, including coverage of all revenue centres operated by the property advising of standard, special and upcoming events • Information provided in the in-room compendiums • Information provided to concierge • Price lists • Menus • Booking sheets • Brochures and other promotional material, including posters, tent cards, flyers and third party material • Upcoming events and attractions, including specials and packages • Operation of in-house facilities and equipment • Static and interactive displays. *Electronic information* may include: • Providing information via the establishment web site • Forwarding information via facsimile • Making information available over the internal television network • Using electronic notice boards • Text messaging of information, where appropriate. *Assess the request* may include: • Using appropriate interpersonal skills to identify required information needs • Handling all enquiries for information in a polite, courteous and friendly manner

	• Thanking the guest for their enquiry • Asking question to elicit more information about the information required • Confirming the source, nature and priority of the request • Redirecting the request for information to the correct area, where appropriate • Recording requests for information in accordance with host enterprise requirements, where applicable. *Prepare a response* may include: • Locating the required information • Obtaining information where the required information is not available or known • Using personal knowledge and experience to frame an answer and the delivery of information • Seeking approval to release information that may be considered sensitive and/or commercial-in-confidence. *Provide the required information* may include: • Explaining options • Referring to personal experience • Relating anecdotes • Encouraging use of in-house services • Making recommendations • Up-selling, where appropriate • Offering to make a booking on behalf of the guest • Telling the benefits and the features of the in-house service • Providing information about potential third party providers

	• Speaking in an appropriate way, including the use of appropriate tone, language, pace, volume, examples, reference points • Using appropriate non-verbal communication techniques to support the verbal language • Disseminating information to external organisations that act as agents on behalf of the organisation. *Provide hard copy details* may include: • Writing details down for the guest on a piece of paper • Supplying a standard information sheet or other appropriate pre-prepared document • Providing a map of the layout of the property • Supplying a relevant price list • Writing down the name and contact details of the relevant person in charge of the service being queried • Providing a hard copy of website information. *Opportunities to update in-house information* may include: • Scheduled timeframes, such as every three months, six monthly or annually • Whenever there is a change to the products, services and facilities provided by the establishment, including the introduction of new services and the removal of old services from the options menu • Whenever there is a change to prices • Whenever there is a change to the conditions or hours that relate to the provision of in-house services • In response to requests for information from external organisations and agents.

	Revise printed information may include: • Generating new written materials that accurately reflect the revised offerings • Removing out-of-date printed information from the premises • Revising the website content. *Update the in-house information database* may include: • Deleting and/or physically removing dated information • Entering new and/or revised data • Establishing new categories of information, as necessary • Notifying internal users of the changes • Changing posters, tent cards. *Share updated knowledge* may include: • Notifying colleagues at briefing sessions • Informing colleagues at staff meetings • Revising the content of orientation and induction sessions to reflect changes • Revising the content of formal in-house training to reflect changes • Providing hard copy information in relation to the changes • Conducting in-house tours for staff in relation to the products, services and facilities • Enabling staff to experience the changes first-hand, where appropriate and/or viable. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • The enterprise's policies and procedures in regard to provision of information regarding in-house services

	• Ability to use research and presentation techniques • Ability to use interpersonal, communication, information management and information storage and retrieval skills • Knowledge in relation to security, privacy and confidentiality issues • Knowledge of the products, services and facilities available at the host enterprise • General knowledge details relating to industry practices and procedures in relation to the provision of in-house information including available options for sharing in-house information with guests • Ability to apply selling skills, where appropriate and in-keeping with enterprise guidelines. **Linkages To Other Units** • Access and retrieve computer-based data • Develop and update local knowledge • Maintain hospitality industry knowledge • Work effectively with colleagues and customers • Work in a socially diverse environment • Develop and maintain food & beverage product knowledge • Provide advice to patrons on food and beverage services • Maintain quality customer/guest service • Develop new products and services • Produce documents, reports and worksheets on a computer • Gather and present product information • Maintain a paper-based filing and retrieval system • Use common business tools and technology

	• Work cooperatively in a general administration environment • Develop and update tourism industry knowledge • Provide international (IDD) service information • Promote tourism products and services • Source and present information. **Critical Aspects of Assessment** Evidence of the following is essential: • Understanding of host enterprise's policies and procedures in regard to provision of information regarding in-house services • Demonstrated ability to source and prepare a comprehensive set of printed information relating to in-house services, products and facilities for a nominated industry venue • Demonstrated ability to present accurate and comprehensive verbal information in response to at least four enquiries relating to in-house services, products and/or facilities at a nominated establishment and provide appropriate printed or hand-written details to supplement the verbal advice given. **Context of Assessment** This unit may be assessed on or off the job: • Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge • Assessment must relate to the individual's work area or area of responsibility. **Resource Implications** Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

	Assessment Methods The following methods may be used to assess competency for this unit: • Case studies • Observation of practical candidate performance • Oral and written questions • Portfolio of evidence including information database and printed materials such as flyers, information sheets, hand-written advice, posters, tent cards • Role plays demonstrating the provision of in-house information in a face-to-face context • 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	Obtain information and material to form the basis of in-house information database
Communicating ideas and information	2	Share information on in-house services with guests
Planning and organising activities	3	Schedule times for the review of in-house information
Working with others and in teams	2	Share revised or new information on in-house services with colleagues

	Using mathematical ideas and techniques	1	Confirm costs/prices used as part of the information provision process
	Solving problems	2	Determine alternative sources of information where the initial enquiry could not be answered
	Using technology	2	Use computerised system to capture, store and provide access to in-house information

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide information about in-house services D1.HFO.CL2.11
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 Net Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	**Response**	
	PC	**NYC**
1. What sources of in-house information are available to you in your workplace?	❑	❑
2. What topics do you collect information about regarding in-house services in your workplace?	❑	❑

Questions	Response	
	PC	NYC
3. Tell me how the information in the internal database of information about in-house services is categorised.	❑	❑
4. Demonstrate how you provide information about in-house services to guests on their arrival at your workplace.	❑	❑
5. Give me two examples of printed information you may give to guests and explain when and under what conditions each item may be handed out.	❑	❑

Questions	Response	
	PC	NYC
6. Describe two situations when you believe it is appropriate to refer guests to electronic information when they make a request about in-house services.	❑	❑
7. An overseas guest has asked you a question but you did not properly understand what information they wanted: how might you respond to this situation?	❑	❑
8. A guest has arrived back at your workplace after taking a local tour and asked for in-house information but you do not know the answer to their question: how will you deal with this situation?	❑	❑

Questions	Response	
	PC	NYC
9. A guest has told you they have three hours free this afternoon and want to stay in the venue rather than go out. They ask what you can recommend in the way of in-house entertainment and/or recreation: what will you recommend?	❑	❑
10. Give me three examples of where it is appropriate or most effective to provide hard copy materials to guests in response to enquiries about in-house services.	❑	❑
11. Tell me of three opportunities that exist for you to update your knowledge about in-house information regarding products and services available and/or changes to policies, procedures, prices and/or availability of items.	❑	❑

Questions	Response	
	PC	NYC
12. How can you ensure printed information you give to guests about in-house services is not out-of-date?	❑	❑
13. The prices for rooms have increased in your workplace and you have been directed to update the in-house information database to reflect these new room rates: how will you do this? What are the steps involved?	❑	❑
14. You have just been informed the swimming pool where you work will now open at 6:00AM and close at midnight. Previously it opened at 9:00AM and closed at 10:00PM. How will you notify colleagues of these changes?	❑	❑

Written Questions

Provide information about in-house services – D1.HFO.CL2.11

Student Name: ____

Answer all the following questions and submit to your Trainer.

1. Which staff can supply information to guests?

____

____

____

2. How is in-house information supplied in a guest room?

____

____

____

3. What is product knowledge?

____

____

4. How can information be stored?

____

____

5. What will be included in a paper-based in house information system?

____

____

6. What is the advantage of electronic databases?

____

____

7. What is the most common form of interaction with guests?

____

____

8. Why do Hotels use familiarisation tours?

9. What is a hotel compendium?

10. What other information do guests need in their room?

11. How is communication of electronic information accessed?

12. Why is the facsimile machine used for certain documents?

13. What type of information is transmitted by an electronic noticeboard?

14. What type of information is sent as an SMS?

15. What information is taken from a hotel's Facebook page?

16. Which departments are trained to handle a range of guest requests?

17. When a guest makes a request why do staff ask clarifying questions?

18. How will information be presented to guests?

19. When providing information what should staff ensure?

20. Do you consider it important for staff to answer questions from guests honestly and give honest recommendations?

21. If a guest has requested information that presents a range of options what should staff do?

22. Explain the technique of ‘upselling’?

23. When a request has been finalised who, apart from the guest ,needs to know about the information?

24. If a guest asks for directions to a specific location what should staff do?

25. If a guest has a booking at a restaurant what written information should be supplied?

26. Why does information need to be updated?

27. When is an update preformed immediately?

28. Updated information will create the need to do what?

29. When updating the in-house database how will information be supplied?

30. Changes to the in-house data and information base are shared with whom?

31. Where do staff locate information for guests?

Answers to Written Questions

Provide information about in-house services – D1.HFO.CL2.11

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. **Which staff can supply information to guests?**

   The staff in all areas need to be able to supply a variety of information including information about the Hotel or Resort and its services.

2. **How is in-house information supplied in a guest room?**

   Information can be electronic or hard copy. In-house information is supplied in a room in a guest compendium, on an in-house intranet or an in-house website.

3. **What is product knowledge?**

   Knowledge of all the products and services offered by a venue.

4. **How can information be stored?**

   Information can be stored as hard copy (printed) or as an electronic data base.

5. **What will be included in a paper-based in-house information system?**

   All printed information material.

6. **What is the advantage of electronic databases?**

   A broader range of information as they are linked to the internet.

7. **What is the most common form of interaction with guests?**

   Verbal communication. Face to face or on the telephone.

8. **Why do Hotels use familiarisation tours?**

   To exhibit the features and services of the establishment.

9. **What is a hotel compendium?**

   A booklet or folder of information about a range of in-house services, usually printed and updated with brochures and other information.

10. **What other information do guests need in their room?**

    Instructions on how to use equipment and forms and documents such as laundry slips or menus.

11. **How is communication of electronic information accessed?**

    Communication that is delivered or accessed electronically either by computer, telephone or television.

12. **Why is the facsimile machine used for certain documents?**

    Facsimile machines are often used for the transmission of important documents as in some countries electronic signatures are not recognized on contracts or business confirmations.

13. **What type of information is transmitted by an electronic noticeboard?**

    The boards can be instantly changed, are eye catching and draw the guest's attention. The electronic noticeboard can be used effectively at short notice.

14. **What type of information is sent as an SMS?**

    Text messages.

15. **What information is taken from a hotel's Facebook page?**

    Guest feedback and comments on service.

16. **Which departments are trained to handle a range of guest requests?**

    The front office reception and the concierge or guest services desk staff are trained and responsible to meet all the requests made by guests.

17. **When a guest makes a request why do staff ask clarifying questions?**

    By asking questions they will elicit more information about the information required confirming the source, nature and priority of the request.

18. **How will information be presented to guests?**

    Verbally, in printed form or electronically.

19. **When providing information what should staff ensure?**

    To review the information with a guest and ensure all questions have been answered and staff have offered all the suggestions or alternatives that are available.

20. **Do you consider it important for staff to answer questions from guests honestly and give honest recommendations?**

    Staff should always respond to guests' questions honestly and give recommendations which are honest, although staff should also be aware of opportunities to promote in-house hotel services.

21. **If a guest has requested information that presents a range of options what should staff do?**

    Staff have to explain the options including any recommendations as to the option which will most suitable and best meets the guests brief.

22. Explain the technique of 'upselling'?

A selling technique starting at the lowest priced product or service in a range and progressively moving up the price and quality levels until the guest chooses the product they wish to purchase.

23. When a request has been finalised who, apart from the guest, needs to know about the information?

Hotel or Resort staff need to disseminate information to other departments or provide information to external organisations that act as agents on behalf of the organisation to ensure the guest's satisfaction.

24. If a guest asks for directions to a specific location what should staff do?

Present a printed map and verbally explain the directions.

25. If a guest has a booking at a restaurant what written information should be supplied?

Staff will write down the name and contact details of the relevant person in charge of the service.

26. Why does information need to be updated?

To avoid incorrect information being supplied to guests.

27. When is an update preformed immediately?

When there is a change to the products, services and facilities provided by the establishment, including the introduction of new services.

28. Updated information will create the need to do what?

To generate new written materials that accurately reflect the revised offerings.

29. When updating the in-house database how will information be supplied?

In a timely manner from other departments and external businesses.

30. Changes to the in-house data and information base are shared with whom?

Other staff and colleagues.

31. Where do staff locate information for staff?

From workplace documents, brochures and promotional materials, host enterprise website, product and services inventory. Other sources include peers, senior and experienced colleagues, menus and price lists, existing product and services database and information from external enterprises.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide information about in-house services D1.HFO.CL2.11
Dates of observation	
Instructions	1. Over a period of time observe the student completing each of the following tasks: a) Obtain information about in-house services b) Share generic information about in-house services c) Respond to specific requests for information about in-house services d) Update information about in-house 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: Obtain information about in-house services		
Identify sources of information regarding in-house services	❑	❑
Identify information about in-house services	❑	❑
Prepare a database of information in relation to in-house services	❑	❑
Element 2: Share generic information about in-house services		
Provide verbal information to guests and others	❑	❑
Provide printed information to guests	❑	❑
Provide electronic information to guests	❑	❑

Element 3: Respond to specific requests for information about in-house services		
Assess the request for information	❑	❑
Prepare a response to the specific request	❑	❑
Provide the required information	❑	❑
Provide hard copy details of the response	❑	❑
Element 4: Update information about in-house services		
Identify and use opportunities to update in-house information	❑	❑
Revise printed information to guests	❑	❑
Update the in-house information database	❑	❑
Share updated knowledge with colleagues	❑	❑
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 information about in-house services D1.HFO.CL2.11		

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**
Identifies examples of, and sources for, in house information	❑	❑	❑
Prepares a database of information in relation to in-house services	❑	❑	❑
Provide verbal, printed and electronic in-house information to guests and others	❑	❑	❑
Responds to requests for information by proving verbal and hard copy information	❑	❑	❑
Updates printed and database details regarding new/revised in-house information	❑	❑	❑
Shares updated knowledge with 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 information about in-house services	D1.HFO.CL2.11
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: Obtain information about in-house services						
Identify sources of information regarding in-house services						
Identify information about in-house services						
Prepare a database of information in relation to in-house services						
Element 2: Share generic information about in-house services						
Provide verbal information to guests and others						
Provide printed information to guests						
Provide electronic information to guests						
Element 3: Respond to specific requests for information about in-house services						
Assess the request for information						
Prepare a response to the specific request						
Provide the required information						
Provide hard copy details of the response						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 4: Update information about in-house services						
Identify and use opportunities to update in-house information						
Revise printed information to guests						
Update the in-house information database						
Share updated knowledge with colleagues						

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

William Angliss Institute

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