



Provide room service

D1.HBS.CL5.13

Assessor Manual



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Assessor Manual



**William
Angliss
Institute**

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for foods, tourism
& hospitality

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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 ROOM SERVICE		NOMINAL HOURS: 20
UNIT NUMBER: D1.HBS.CL5.13		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to take room service orders and deliver room service of food and beverages to guest rooms in an accommodation property		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Take and process room service orders</p> <p>1.1 Identify the <i>range of room service products</i> that are available within the enterprise</p> <p>1.2 <i>Take guest order</i> for room service</p> <p>1.3 Use <i>selling techniques</i> to optimise room service sales</p> <p>1.4 <i>Confirm guest order</i> for room service and advise of expected service time</p> <p>1.5 Record room service order</p> <p>1.6 <i>Action the room service order</i> according to enterprise procedures</p> <p>Element 2: Prepare for room service</p> <p>2.1 <i>Prepare basic food and beverage items</i> for room service</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment</p> <p>This unit applies to food and beverage and accommodation properties that offer full or limited room service to in-house guests within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production <p><i>Range of room service products</i> must include:</p> <ul style="list-style-type: none"> • Detailed product knowledge of all room service products available, including food and beverages, service options, guest preferences that can be accommodated and those that cannot 	

2.2 *Set up trays, trolleys and equipment* for room service in accordance with enterprise standards and orders received

2.3 Collect food and beverage items from kitchen and bars for room service delivery

2.4 Verify food and beverage items prior to delivery to room

Element 3: Provide room service

3.1 Transport room service trays and trolleys to guest room

3.2 *Request entry to guest room* in accordance with enterprise standards

3.3 Enter guest room and *prepare for in-room service* in accordance with guest requirements or preferences, where applicable

3.4 Identify room service items that have been supplied and confirm order with guest

3.5 *Serve food items* in accordance with enterprise standards and guest requirements

3.6 *Serve beverage items* in accordance with enterprise standards and guest requirements

Element 4: Present room service accounts

4.1 Verify room service documentation prior to presentation to guest

- Detailed knowledge of charges, service standards and limitations that apply to room service delivery.

Take guest order will include:

- Answering room service telephone promptly and courteously in accordance with enterprise requirements
- Explaining and describing menu items and beverage items
- Creating a positive experience for the guest.

Selling techniques must include:

- Suggestive selling techniques
- Up-selling
- On-selling
- Selling of benefits
- Explaining value-for-money
- Promoting nominated dishes and items that have been identified by management.

Confirm guest order must include:

- Repeating back the order to the guest
- Clarifying unclear points
- Obtaining/confirming guest name and room number
- Stating expected time for delivery of the order
- Thanking guest for their order.

Action the room service order will relate to:

- Notifying other departments and staff about the order, including kitchen and bar, where appropriate

4.2 *Present room service account to guest*

4.3 *Process payment of room service account*

Element 5: Clear room service

5.1 Remove room service trays, trolleys and service items from guest rooms and floors

5.2 Return room service trays, trolleys and service items to appropriate location

5.3 *Undertake ancillary duties* in conjunction with clearing of room service items

Element 6: Maintain readiness of room service area for service

6.1 Clean and maintain-room service trolleys

6.2 Clean room service crockery, cutlery and other items

6.3 Re-stock room service area to facilitate on-going readiness for action

- Preparing guest account for the room service items that have been ordered.

Prepare basic food and beverage items may include:

- Basic food preparation techniques to enable service delivery and support the work of kitchen staff – including preparation of portion control packs (such as butter, condiments, juices, cereals), readying of tea and coffee, obtaining and preparing fruit.

Set up trays, trolleys and equipment may involve:

- Readying trays, trolleys, cutlery, crockery, glassware, flowers, promotional material and dining requisites appropriate to individual orders
- Identifying relevant room service requisites to support provision of room service order, including hot boxes and warming equipment, wine requisites, toasters, linen items, service gear, presentation items
- Setting up trays and trolleys for standard room service occasions, such as breakfasts and table d'hôte menus
- Checking the functional operation, safety, cleanliness and appearance of all room service trays, trolleys and equipment.

Request entry to guest room should include:

- Knocking on guest door
- Announcing room service
- Requesting permission to enter
- Using appropriate interpersonal and communication skills.

Prepare for in-room service may include:

- Communicating with guest to identify service requirements and preferences
- Accommodating guest requirements and preferences where possible
- Positioning of trolley, trays and equipment in a logical and safe area

- Identifying room service items that have been supplied and confirming order with guest
- Engaging in guest interaction and communication, where appropriate
- Arranging items, setting up crockery, cutlery, glassware, condiments and other requisites in line with the order and service preferences of the guest
- Ensuring guest safety, comfort and satisfaction.

Serve food items may include:

- Uncovering and announcing items
- Silver service of items
- Providing sequencing and timing of service delivery in accordance with guest preferences
- Complimenting guest on their selection
- Wishing guest 'bon appétit'.

Serve beverage items may include:

- Pouring drinks
- Mixing drinks
- Performing wine service ritual.

Present room service account may include:

- Determining guest preference for account payment
- Accepting payment in cash
- Obtaining signature of account from guest.

Process payment of room service account may include:

- Forwarding documentation to relevant section/person

- Paying cash accounts, receiving receipt and returning to guest room to give change, as required
- Confirming details of account, where required, with other staff.

Undertake ancillary duties may include:

- Distributing newspapers, accounts, mail and other materials/items to guest rooms, or floors
- Cooperating with other departments to meet stated requests
- Collecting breakfast menus.

Assessment Guide

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

- Safe and hygienic food handling practices
- Personal hygiene and personal practices
- Sensitivity, tact, confidentiality and discretion when dealing with guests in the delivery of room service
- Product knowledge on food and beverage items offered for room service, including ingredients used, cooking and preparation styles and preparation and service times
- Food and beverage service skills, including wine service and drink mixing
- Necessary pre-requisites for the provision of silver service
- Dealing with difficult in-room guests, including drunken guests, guest complaints and failure to pay situations
- Selling skills
- Interpersonal and communication skills
- Account and cash handling procedures.

Linkages To Other Units

- Comply with workplace hygiene procedures
- Provide a link between kitchen and service area
- Provide advice to patrons on food and beverage services
- Take food orders and provide courteous table service
- Develop and maintain food & beverage product knowledge
- Manage responsible service of alcohol
- Provide silver service
- Provide food and beverage services
- Promote hospitality products and services.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to take and process room service orders
- Demonstrated ability to set up room service trays, trolleys and other items to meet stated room service needs
- Demonstrated ability to undertake basic preparation tasks for food and beverage items required for room service
- Demonstrated ability to transport room service food and beverage items to guest room and serve same in accordance with enterprise standards and stated guest preferences
- Demonstrated ability to accept and process payment for room service that has been provided
- Demonstrated ability to clear room service items
- Demonstrated ability to maintain the room service equipment and area ready for service delivery.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace demonstration of taking and processing a nominated number of room service orders
- Actual or simulated workplace demonstration of tray and trolley set ups for nominated room service orders in accordance with enterprise requirements
- Actual or simulated workplace demonstration of room service techniques in the service of a range of nominated food and beverage items
- Actual or simulated workplace demonstration of maintenance procedures required to keep the room service area prepared for service
- Application of safe food handling protocols
- Demonstration of suitable selling, communication and interpersonal skills and techniques.

Resource Implications

Training and assessment must include the use of real food and beverages, equipment, trolleys, utensils, service gear, linen and other materials necessary to provide room service for a nominated range of food and beverage items

Training must also incorporate the processing of room service accounts where the guest signs for room service, and where they pay cash for room service

Assessment Methods

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

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

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Obtain room service product knowledge; understand different tray and trolley set ups for room service delivery
Communicating ideas and information	2	Take guest orders; sell room service products; explain room service items to guests
Planning and organising activities	2	Prepare to deliver room service to meet stated need; prepare and maintain room service area for service
Working with others and in teams	2	Liaise with other staff to deliver timely room service as promised to guests
Using mathematical ideas and techniques	2	Calculate and process guest accounts
Solving problems	2	Negotiate with guests where requests cannot be accommodated; deal with in-room problems, spills and complaints
Using technology	2	Use intra-house communication systems; use trays, trolleys and room service equipment; use registers and enterprise systems to create and process accounts

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide room service D1.HBS.CL5.13
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. Give me an example of six room service products which may be available in a venue.	<input type="checkbox"/>	<input type="checkbox"/>
2. Describe how a room service should be taken when a guest telephones from their room.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
3. Give me an example of how you could use on-selling to optimise sales from a room service order.	<input type="checkbox"/>	<input type="checkbox"/>
4. When you have confirmed guest room service order, what should you then tell them/advise them about?	<input type="checkbox"/>	<input type="checkbox"/>
5. How is a room service order recorded for processing and accounting/payment purposes?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
6. Identify what may be involved in actioning a room service order.	<input type="checkbox"/>	<input type="checkbox"/>
7. What may be involved in preparing basic food and beverage items for room service?	<input type="checkbox"/>	<input type="checkbox"/>
8. A guest has called room service and ordered a full English breakfast: how might the tray and trolley be set up for this order?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
9. A guest has ordered champagne and caviar for room service: where would you collect items for this order?	<input type="checkbox"/>	<input type="checkbox"/>
10. Why is there a need to verify items on a tray/trolley prior to serving room service orders?	<input type="checkbox"/>	<input type="checkbox"/>
11. Why is it important to deliver room service orders promptly?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
12. You have arrived at the room that has ordered a room service meal with the food on a tray and trolley: how will you announce your presence and request entry to the guest room?	<input type="checkbox"/>	<input type="checkbox"/>
13. What general principles and practices apply to setting up a room service meal in a guest room?	<input type="checkbox"/>	<input type="checkbox"/>
14. How would you identify and confirm the items which have been delivered to a room for room service?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
15. Identify one food item/meal and tell me how you would serve it in a room service situation.	<input type="checkbox"/>	<input type="checkbox"/>
16. Identify one non-alcoholic beverage item and describe how you would serve it in a room service situation	<input type="checkbox"/>	<input type="checkbox"/>
17. What is involved in verifying room service documentation prior to presentation to guest?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
18. How would you present a room service account to a guest? What would you do and say?	<input type="checkbox"/>	<input type="checkbox"/>
19. What is involved in processing a room service account that is paid in cash by the guest at the time the service is delivered?	<input type="checkbox"/>	<input type="checkbox"/>
20. When are room service trays and trolleys removed and who commonly does this?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
21. You have collected room service trays and trolleys used to serve meals and beverages; where would the crockery and cutlery be located to, and where would the empty bottles, cans and glasses be located?	<input type="checkbox"/>	<input type="checkbox"/>
22. Explain the ancillary duties related to clearing room service items.	<input type="checkbox"/>	<input type="checkbox"/>
23. How would you clean and maintain a room service trolley?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
24. Identify one item of room service crockery, cutlery and an ancillary item and describe how to clean them so they are ready for future use.	<input type="checkbox"/>	<input type="checkbox"/>
25. Why is there a need to re-stock the room service area on an on-going basis?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Provide room service – D1.HBS.CL5.13

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is Room service?

2. What other name is room service known as?

3. Why do hotels and resorts offer room service?

4. Explain the different types of room service.

5. Mini Bars can be expensive to operate, food items deteriorate, guests do not pay, and items are damaged. Why do hotels have Mini bars?

6. If mini bars are not cost effective why keep them?

7. With which other departments will room service interact most frequently?

8. How should staff enter a guest's bedroom?

9. What is meant by par stock in room service?

10. What is a room compendium?

11. What are condiments?

12. When taking a room service order over the telephone what 3 details should you check before taking the order?

13. Explain the term suggestive selling.

14. What is a Voucher?

15. Why should room service staff use a guest's name when speaking to them?

16. List 3 hazards the guest may need to be warned about when delivering a room service order.

17. Explain why room service waiters need to be discrete.

18. If a room service waiter delivering an order on a trolley to a guest's room encounters other guests in the corridor how should they react?

19. A room service menu is often structured to cover time periods not meal periods, why is this?

20. Door knob menus are frequently used for which meal?

21. If a guest has filled out a doorknob menu and written their name but neglected to put a room number on it .How would you check?

22. What is “do it yourself” breakfast?

23. Name two methods for ordering room service.

24. Name 2 factors to consider when confirming a telephone order.

25. Name three things an order form should have.

26. Where are room service orders distributed to?

27. Name 4 items which are obtained in portion packs.

28. Describe the features of a room service trolley.

29. When checking room service equipment what are you checking for?

30. What do you need to consider before positioning items on a tray or trolley?

31. How would you transport a hot food item with a cold garnish?

32. Explain the term '*Tall bar*'.

33. Why do room service staff need to ask guests to sign their account?

34. If the guest pays for room service with cash how it should be processed?

35. When returning to collect dirty trays and trolleys what should staff check for?

36. Explain the term '*Floor check*'.

Answers to Written Questions

Provide room service – D1.HBS.CL5.13

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. What is Room service?

The provision of food and beverage service in a guest's room or other non foodservice area.

2. What other name is room service known as?

In room dining or In suite dining.

3. Why do Hotels and resorts offer room service?

To offer service to clients, to increase / maintain reputation, as an alternative to restaurant dining, to provide privacy for clients and clients expect it. 24 hour operation.

4. Explain the different types of room service

24 hour room service, Breakfast only ordered via doorknob menu, or at the front desk the night before or phoning direct. "Do it yourself" Breakfast, Tea and Coffee making facilities. Meal period service only such as breakfast .A limited service, ordered through the Restaurant.

5. Mini Bar can be expensive to operate, food items deteriorate, guests do not pay, items are damaged. Why do hotels have Mini bars?

To provide a service to guests, quick service and to tempt guest to buy them to save room service time.

6. If mini bars are not cost effective why keep them?

Mini bars are an additional service offered by many venues. The guests expect them in most instances (especially five star venues). Some guests place importance on the existence of a mini bar and therefore it is worth the venues efforts to keep one in each room. However, many small venues, particularly those other than five stars, are removing mini bars from the rooms. Often, the cost of maintaining a mini bar outweighs the value (of keeping it) in terms of guest's service.

7. Which other departments will room service interact with most frequently?

Housekeeping, Concierge/Porter, Security and Kitchen.

8. How should staff enter a guest's bedroom?

Knock and wait to be invited in, enter discreetly.

9. What is meant by Par stock in room service?

Minimum level or number of items needed for complete service; sufficient to meet average demand.

10. What is a room compendium?

A soft or hardcopy or folder containing Hotel information about features and services and includes a full Room service menu.

11. What are condiments?

Includes all seasoning used to add flavour to food items – Salt, pepper, mustard, sauces etc.

12. When taking a room service order over the telephone what 3 details should you check before taking the order?

Guest room number, guest name (check that it is the registered guest) and the number of guests.

13. Explain the term 'Suggestive selling'

Descriptions in words to create a picture of the item in the guests mind and create desire.

14. What is a Voucher?

A document that entitles the guest to a service or item.

15. Why should room service staff use a guest's name when speaking to them?

It is etiquette, part of the rules of behaviour and how staff conduct themselves. It also confirms the guests identify as the registered guest.

16. List 3 hazards the guest may need to be warned about when delivering a room service order

Items that are hot, equipment usage e.g. toasters or coffee makers, mobility of the trolley, possible spoilage if items are kept in a hot box too long, assembly of cold items or additional sauces.

Stability of trays and trolleys on the bed or furniture.

17. Explain why room service waiters need to be discrete

Guests may have private papers or business documents in the room, the guest may be conducting a business deal on the phone, the guest may be in a state of undress.

18. If a room service waiter delivering an order on a trolley to a guest's room encounters other guests in the corridor how should they react?

Greet the guests and move the trolley to allow the guests easy access.

19. A room service menu is often structured to cover time periods not meal periods; why is this?

To enable guests to select out of meal period items. The guest's body clock may not have adjusted to local time e.g. breakfast at 3pm or dinner at 8am. Some guests prefer to maintain their home country time for meals.

20. Door knob menus are frequently used for which meal?

Breakfast.

21. If a guest has filled out a doorknob menu and written their name but neglected to put a room number on it .How would you check?

Contact front office or a supervisor to check the In house guest list.

22. What is "do it yourself" breakfast?

"Do it yourself" Breakfast, the venue provides food items such as milk, juice, breads, eggs, bacon etc. and the equipment, toaster, fry pan, or microwave etc. and the guest cooks for themselves, this is common in all suites hotels or apartment rooms which may be 5 star but offer alternatives for long stay guests.

23. Name two methods for ordering room service

Telephone and written orders.

24. Name 2 factors to consider when confirming a telephone order

Check the name and room number are correct, the number of serves, where is service taking place, what the order is and what equipment is needed.

25. Name three things an order form should have

Any three of the following:

- Date /Docket Number
- Name/Room number
- Time of order
- Time of delivery
- Location of delivery
- Special Requests
- What was ordered
- Any extras special requirements
- Who took the order.

26. Where are room service orders distributed to?

- Main Kitchen - hot items main courses, hot snacks and entrees
- Cold larder - cold appetisers and entrees, salads and sandwiches, cheese board or fruit basket
- Dessert- sweet items, cakes, confectionary items
- Bakery - Breads, bread rolls, sweet pastries and fruits
- Wine store - wines and bottled drinks
- Bar - dispensed drinks and soft drinks. May include hot beverages
- Room service dry store - all dry foods, portion items and condiments
- Equipment store - all small equipment such as toaster, coffee maker, pizza oven etc
- Ancillary store – all the paper goods and bud vases, flowers, marketing, tent cards etc.

27. Name 4 items which are obtained in portion packs

Jams and spreads crackers and crisps, breakfast cereal, dairy products, condiments and sauces.

28. Describe the features of a room service trolley

Wheels encased, including brakes. Folding sides, lock in support for the hot box.

29. When checking room service equipment what are you checking for?

Damaged, unclean and unsafe.

30. What do you need to consider before positioning items on a tray or trolley?

Balance, height, weight and location of hot items.

31. How would you transport a hot food item with a cold garnish?

Separately, hot food in the hot box and the garnish in a cold section and add the garnish on delivery.

32. Explain the term 'Tall bar'

A self-selection bar set up with full size bottles not miniatures.

33. Why do room service staff need to ask guests to sign their account?

To verify the recipient is the registered guest and to verify the guest accepts delivery.

34. If the guest pays for room service with cash how it should be processed?

Cash payment on delivery:

Most room service deliveries will require a signature from the guest for the items delivered. Cash taken to cashier and a receipt and any change returned to the guest as promptly as possible.

35. When returning to collect dirty trays and trolleys what should staff check for?

Check all items are returned- Check all items delivered are collected.

36. Explain the term 'Floor check'.

A floor check is the term used to describe the procedure where room service staff walk the corridors to systematically collect trays and trolleys left outside guest rooms.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Provide room service D1.HBS.CL5.13
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Take and process room service orders b) Prepare for room service c) Provide room service d) Present room service accounts e) Clear room service f) Maintain readiness of room service area for service 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: Take and process room service orders		
Identify the range of room service products that are available within the enterprise	<input type="checkbox"/>	<input type="checkbox"/>
Take guest order for room service	<input type="checkbox"/>	<input type="checkbox"/>
Use selling techniques to optimise room service sales	<input type="checkbox"/>	<input type="checkbox"/>
Confirm guest order for room service and advise of expected service time	<input type="checkbox"/>	<input type="checkbox"/>
Record room service order	<input type="checkbox"/>	<input type="checkbox"/>
Action the room service order according to enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 2: Prepare for room service		
Prepare basic food and beverage items for room service	<input type="checkbox"/>	<input type="checkbox"/>
Set up trays, trolleys and equipment for room service in accordance with enterprise standards and orders received	<input type="checkbox"/>	<input type="checkbox"/>
Collect food and beverage items from kitchen and bars for room service delivery	<input type="checkbox"/>	<input type="checkbox"/>
Verify food and beverage items prior to delivery to room	<input type="checkbox"/>	<input type="checkbox"/>
Element 3: Provide room service		
Transport room service trays and trolleys to guest room	<input type="checkbox"/>	<input type="checkbox"/>
Request entry to guest room in accordance with enterprise standards	<input type="checkbox"/>	<input type="checkbox"/>
Enter guest room and prepare for in-room service in accordance with guest requirements or preferences, where applicable	<input type="checkbox"/>	<input type="checkbox"/>
Identify room service items that have been supplied and confirm order with guest	<input type="checkbox"/>	<input type="checkbox"/>
Serve food items in accordance with enterprise standards and guest requirements	<input type="checkbox"/>	<input type="checkbox"/>
Serve beverage items in accordance with enterprise standards and guest requirements	<input type="checkbox"/>	<input type="checkbox"/>
Element 4: Present room service accounts		
Verify room service documentation prior to presentation to guest	<input type="checkbox"/>	<input type="checkbox"/>
Present room service account to guest	<input type="checkbox"/>	<input type="checkbox"/>
Process payment of room service account	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 5: Clear room service		
Remove room service trays, trolleys and service items from guest rooms and floors	<input type="checkbox"/>	<input type="checkbox"/>
Return room service trays, trolleys and service items to appropriate location	<input type="checkbox"/>	<input type="checkbox"/>
Undertake ancillary duties in conjunction with clearing of room service items	<input type="checkbox"/>	<input type="checkbox"/>
Element 6: Present room service accounts		
Clean and maintain-room service trolleys	<input type="checkbox"/>	<input type="checkbox"/>
Clean room service crockery, cutlery and other items	<input type="checkbox"/>	<input type="checkbox"/>
Re-stock room service area to facilitate on-going readiness for action	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor

Strengths:

Improvements needed:

General comments:

Candidate signature

Date

Assessor signature

Date

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Provide room service D1.HBS.CL5.13		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Has high levels of product knowledge relating to room service products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes and processes room service orders from guests confirming orders, providing estimated delivery times and using appropriate selling techniques to optimise sales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares items, trays and trolleys to deliver and serve room service food and beverage items to guest rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collects and verifies ordered food and beverage items to be served to rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes items to guest rooms, requests entry and sets up for service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serves food and beverage items to guest requirements and in accordance with house protocols in guest rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presents guest account for room service items and processes payment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clears, cleans and tidies after room service has been delivered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Re-stocks the room service area in readiness for further orders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

Large empty rectangular box for providing comments and feedback.

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Provide room service	D1.HBS.CL5.13
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: Take and process room service orders						
Identify the range of room service products that are available within the enterprise						
Take guest order for room service						
Use selling techniques to optimise room service sales						
Confirm guest order for room service and advise of expected service time						
Record room service order						
Action the room service order according to enterprise procedures						

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 2: Prepare for room service						
Prepare basic food and beverage items for room service						
Set up trays, trolleys and equipment for room service in accordance with enterprise standards and orders received						
Collect food and beverage items from kitchen and bars for room service delivery						
Verify food and beverage items prior to delivery to room						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Provide room service						
Transport room service trays and trolleys to guest room						
Request entry to guest room in accordance with enterprise standards						
Enter guest room and prepare for in-room service in accordance with guest requirements or preferences, where applicable						
Identify room service items that have been supplied and confirm order with guest						
Serve food items in accordance with enterprise standards and guest requirements						
Serve beverage items in accordance with enterprise standards and guest requirements						
Element 4: Present room service accounts						
Verify room service documentation prior to presentation to guest						
Present room service account to guest						
Process payment of room service account						

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

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 5: Clear room service						
Remove room service trays, trolleys and service items from guest rooms and floors						
Return room service trays, trolleys and service items to appropriate location						
Undertake ancillary duties in conjunction with clearing of room service items						
Element 6: Present room service accounts						
Clean and maintain-room service trolleys						
Clean room service crockery, cutlery and other items						
Re-stock room service area to facilitate on-going readiness for action						
Candidate signature			Date			
Assessor signature			Date			

William
Angliss
Institute

Specialist centre
for foods, tourism
& hospitality



**Australian
Aid** 