Use oral English to convey a complex exchange of ideas

D1.LAN.CL10.04

Assessor Manual

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Project Base

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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: USE ORAL ENGLISH TO CONVEY A COMPLEX EXCHANGE OF IDEAS	NOMINAL HOURS: 80

UNIT NUMBER: D1.LAN.CL10.04

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to convey a complex exchange of ideas orally in English

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Discuss problem solving strategies **1.1** Define *a complex exchange of ideas* **1.2** Identify and agree on desired outcomes **1.3** Identify problems or barriers to achieving desired outcomes **1.4** Identify causes of problems **1.5** Suggest solutions to overcome problems or barriers **1.6** Evaluate and *rank solutions* against set criteria **Element 2: Respond to *hypothetical questions*** **2.1** Suggest possible course of action in response to unforeseen events **2.2** Agree or disagree with suggestions	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment This unit applies to the use of oral English to convey a complex exchange of ideas within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation *Problem solving strategies* may include: • Identifying desired outcomes in the pursuit of continuous improvement • Defining the problem or barrier to achieving desired outcomes

2.3 Discuss potential benefits of change	• Identifying causes to the problem or barrier
2.4 Predict potential disadvantages of change	• Offering solutions.
2.5 Outline contingency plans	*A complex exchange of ideas* refers to a range of communicative activities where the meaning of more abstract ideas is negotiated. Such activities may include:
Element 3: Discuss abstract concepts	
3.1 Discuss issues related to *cross cultural understanding*	• Expressing and supporting opinions
3.2 Demonstrate understanding of *concepts such as beliefs, values and attitudes*	• Agreeing and disagreeing
	• Paraphrasing and restating premises
3.3 Discuss the impact of culture on guests' expectations and perceptions	• Discussing abstract concepts
	• Talking about hypothetical situations
Element 4: Express opinions	• Reflecting on situations and events
4.1 Express and support opinions	• Discussing practical implications of actions or change
4.2 Agree and disagree	• Predicting outcomes
4.3 Discuss alternative opinions	• Problem solving
Element 5: Discuss preferred learning styles	• Brainstorming new ideas
	• Using and responding to the language of persuasion
5.1 Discuss various preferred learning styles	• Handling complaints
5.2 Discuss the implications of knowing preferred learning styles for yourself	• Resolving conflict
	• Considering outcomes.
5.3 Discuss the implications of knowing the preferred learning styles of your co-workers and guests for your business	*Rank solutions* refers to:
	• Analysing and ranking solutions against criteria such as: cost, time, effort required, advantages and disadvantages.

Hypothetical questions refers to conditionals and may include:

• "What would you do if …?"

• "If … happened what would/should/could you do?"

• "What do you think is the best thing to do if … happens?"

Cross cultural understanding may include:

• Defining the term culture

• Understanding underpinning abstract concepts such as: beliefs, values and attitudes

• Discussing the dangers associated with stereotyping

• Developing an understanding of particular culture-based behaviours and expectations and implications for providing superior customer service.

Concepts such as beliefs, values and attitudes refers to:

• Beliefs are the psychological state in which an individual is convinced of the truth of a proposition, similar to truth or knowledge

• Values are beliefs held by a person or social group in which there is an emotional investment

• Attitudes refer to the positive, neutral or negative feelings that somebody has towards something.

Express opinions may include:

• The language of argument, for example: "I think it would be a good idea if we … because … I feel we have to … In my opinion it's best to …"

• Degrees of agreeing and disagreeing, for example: "I totally agree. I'm not so sure. I really can't see the benefit of that"

• Discussing other people's opinions, for example: "Juan thinks we should .... , but I wonder if that's the right way to go especially when we know our competitors are … What do you think?"

Preferred learning styles may include:

- Visual – seeing and reading

- Auditory – listening and speaking

- Kinesthetic – touching and doing.

Assessment Guide

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

- Ability to discuss problem solving strategies

- Ability to talk about hypothetical situations using conditionals

- Ability to discuss abstract concepts related to cross cultural understanding

- Ability to express and support opinions and to agree and disagree

- Ability to discuss other people's opinions

- Ability to discuss preferred learning styles and their implications for self and the business.

Linkages To Other Units

- Manage and resolve conflict situations

- Work in a socially diverse environment

- Establish and maintain a business relationship

- Coach others in job skills

- Manage and maintain workplace relations

- Research and share information on indigenous culture.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to outline problem solving strategies orally for a broad range of scenarios

- Demonstrated ability to discuss hypothetical situations related to the workplace

- Demonstrated ability to discuss abstract concepts related to cross cultural understanding

- Demonstrated ability to express opinions, show degree of agreement and to discuss other people's opinions

- Demonstrated ability to discuss preferred learning styles and their implications

- Demonstrated ability to use a wider range of vocabulary and grammar to convey precise meaning on abstract topics

- Demonstrated ability to link sentences effectively to convey complex ideas

- Demonstrated ability to be easily understood.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of situations where people are involved in a complex exchange of ideas.

Resource Implications

Training and assessment may include access to or a simulated workplace setting, access to suitably qualified English as a second language (ESL) teachers; 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:

- Observation of practical candidate performance

- Group discussions
- Role plays
- Simulations
- Oral questions.

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	Compare and contrast culture-based behaviour
Communicating ideas and information	2	Express and support opinions
Planning and organising activities	2	Offer contingency suggestions to unforeseen events
Working with others and in teams	1	Identify team members required to complete a work task
Using mathematical ideas and techniques	2	Analysing and ranking solutions to problems against time and cost
Solving problems	2	Apply problem solving strategies
Using technology	1	Use office equipment

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Use oral English to convey a complex exchange of ideas D1.LAN.CL10.04
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What should you do if you don't quite understand a customer's request?	❑	❑
2. I want to extend my stay at your hotel, but it's fully booked. What are two possible outcomes that would be suitable in this situation?	❑	❑

Questions	Response	
	PC	NYC
3. What problems could arise if a guest wants to reserve adjoining rooms?	❑	❑
4. What are you going to do this weekend?	❑	❑
5. Tell me two problems you have recently encountered at work. What were the causes of those problems? And the effects?	❑	❑

Questions	Response	
	PC	**NYC**
6. Could you please give me a suggestion on where to eat dinner tonight?	❏	❏
7. Why is establishing set criteria important for evaluating solutions?	❏	❏
8. What was the last unforeseen event that you saw in your workplace? What course of action did you take?	❏	❏

Questions	Response	
	PC	**NYC**
9. I think that this hotel is too expensive. Do you agree or disagree?	❏	❏
10. What changes have you recently seen in your workplace? How will those changes have benefitted the business by next year?	❏	❏
11. Your GM wants to close the restaurant. Tell me what disadvantages will come from this change?	❏	❏

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Questions	Response	
	PC	**NYC**
12. What contingency plans does your place of work have for floods?	❑	❑
13. What would you do if you won the lottery?	❑	❑
14. What type of greetings do people in your country use? Have you experienced any other greetings in your hotel?	❑	❑

Questions	Response	
	PC	NYC
15. What are the most important values in your life?	❏	❏
16. What are some standard international expectations that customers have for the hotels they choose to stay in?	❏	❏
17. Do you think that men and women are equal?	❏	❏

Questions	Response	
	PC	**NYC**
18. Agree or disagree with this statement: 'Arranged marriages are better than others'.	❑	❑
19. Troy and Sandra are staying at your hotel and have had an argument. Troy left the hotel in anger and has been missing for several hours. What should Sandra do?	❑	❑
20. What are two types of learning styles that you studied?	❑	❑

Questions	Response	
	PC	**NYC**
21. What is your preferred learning style?	❏	❏
22. Why can it be important to know the preferred learning style of guests?	❏	❏

Written Questions

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Student Name: _____

Answer all the following questions and submit to your Trainer.

1. What is the first thing you need to do when talking to a guest?

    _____

    _____

    _____

    _____

2. Your restaurant is fully booked and you can't take any more reservations. How do you explain this to a guest?

    _____

    _____

    _____

    _____

3. What are two suitable outcomes if a guest wants to swim and the pool is closed?

    _____

    _____

    _____

    _____

4. What possible problems could arise from a guest parking his car?

    _____

    _____

    _____

    _____

5. How do you think this summer will be at the hotel?

_____

_____

_____

_____

6. What is the relationship between cause and effect?

_____

_____

_____

_____

7. What suggestion could you give a guest that didn't like his/her room?

_____

_____

_____

_____

8. How do you pronounce this word - **CRASHES**? Use phonemic script

_____

_____

_____

_____

9. What is the most critical problem your places of business are currently facing?

_____

_____

_____

_____

10. Write three direct orders

_____

_____

_____

_____

11. Write about one unforeseen event that occurred while you were working

_____

_____

_____

_____

12. I think you should dye your hair blonde. Do you agree or disagree?

_____

_____

_____

_____

13. Write one step you can take to help colleagues manage change at work

_____

_____

_____

_____

14. What will you have done by next year?

_____

_____

_____

_____

15. Acme Hotel is building a new parking lot. What negative consequences could stem from this?

_____

_____

_____

_____

16. Give me an example of a first conditional sentence

_____

_____

_____

_____

17. What contingency plan does your workplace have for noisy guests?

_____

_____

_____

_____

18. What is culture?

_____

_____

_____

_____

19. What is the most difficult English accent for you? Why?

_____

_____

_____

_____

20.   What is an example of a bad attitude?

_____

_____

_____

_____

21.   Write about one experience with a different culture

_____

_____

_____

_____

22.   What role do customer reviews play for a hotel?

_____

_____

_____

_____

23.   What is the best time of day? Why?

_____

_____

_____

_____

24.   Is the cost of living getting too expensive in your city?

_____

_____

_____

_____

25. Children should always live with their parents. Do you agree?

_____

_____

_____

_____

26. Park and Hyunha really enjoy drinking whiskey and smoking. But there's no smoking allowed in the hotel bar. What should they do?

_____

_____

_____

_____

27. Randy wants to eat dinner in the city, but he is a vegan. What should he do?

_____

_____

_____

_____

28. Bob wants to visit the art museum. Should he go today?

_____

_____

_____

_____

29. How do visual learners learn?

_____

_____

_____

_____

30.   What is the best kind of activity for a social learner?

_____

_____

_____

_____

31.   What is your preferred learning style?

_____

_____

_____

_____

32.   What is the best technique for memorising an important mathematical equation before tomorrow? Which learning style is that?

_____

_____

_____

_____

33.   Stephanie is a geologist but she can never identify rock formations by their descriptions. She finds it more helpful to take photographs. What kind of learner is she?

_____

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Assessor Manual
Use oral English to convey a complex exchange of ideas

Answers to Written Questions

Use oral English to convey a complex exchange of ideas – D1.LAN.CL10.04

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 the first thing you need to do when talking to a guest?**

    Make sure you have a clear understanding.

2. **Your restaurant is fully booked and you can't take any more reservations. How do you explain this to a guest?**

    Open-ended question, testing for suitable outcomes.

3. **What are two suitable outcomes if a guest wants to swim and the pool is closed?**

    Two possibilities:
    - He/She could swim in the morning
    - He/She could do a different activity.

4. **What possible problems could arise from a guest parking his car?**

    Open-ended question.

5. **How do you think this summer is going to be at the hotel?**

    Open-ended question, testing for proper use of future simple tense.

6. **What is the relationship between cause and effect?**

    A cause is the reason why something happens. An effect is the thing that happens.

7. **What suggestion could you give a guest that didn't like his/her room?**

    Open-ended question, to test use of modal verbs.

8. **How do you pronounce this word - CRASHES?**

    Open-ended question, to test pronunciation of /IZ/ sound.

9. **What is the most critical problem your place of business is currently facing?**

    Open-ended question.

10. **Write three direct orders**

    Open-ended question, to test Imperatives.

11. Tell me about one unforeseen event that occurred while you were working

Open-ended question, to test vocabulary base.

12. I think you should dye your hair blond. Do you agree or disagree?

Open-ended question, to test for agreeing and disagreeing.

13. Tell me one step you can take to help colleagues manage change at work

One of the following:

- Get people excited about the future
- Present a clear plan for them to follow
- Make them feel connected to the business
- Show them how the changes will contribute to their long-term development
- Tell them that things will be different without speaking negatively about the past
- Don't use threats or promises
- Give people plenty of time to adjust to the changes
- Provide opportunities for them to voice their opinions/questions.

14. What will you have done by next year?

Open-ended question to test Future Perfect verb tense.

15. Acme Hotel is building a new parking lot. What negative consequences could stem from this?

Construction is noisy, dust, traffic becomes worse, guests complain.

16. Give me an example of a first conditional sentence

One example - **If** it **rains**, I **will** bring an umbrella.

17. What contingency plan does your workplace have for noisy guests?

Open-ended question about contingency plans. Student should use a conditional sentence.

18. What is culture?

Open-ended question.

19. What is the most difficult English accent for you? Why?

Open-ended question. Student must provide a reason why.

20. What is an example of a bad attitude?

Open-ended question.

21. Tell me about one experience with a different culture

Open-ended question.

22. What role do customer reviews play for a hotel?

Great source of marketing, very important for hotels.

23. What is the best time of day? Why?

Open-ended question, but the opinion must be supported.

24. Is the cost of living getting too expensive in your city?

Open-ended question, but the opinion must be supported.

25. Children should always live with their parents. Do you agree?

Open-ended question, but the opinion must be supported.

26. Park and Hyunha really enjoy drinking whiskey and smoking. But there's no smoking allowed in the hotel bar. What should they do?

They could go outside or to their room. (Check for modal verbs)

27. Randy wants to eat dinner in the city, but he is a vegan. What should he do?

He should go the Smashing Pumpkin. (Check for modal verbs)

28. Bob wants to visit the art museum. Should he go today?

No, it's closed on Mondays. He should go tomorrow. (Check for modal verbs)

29. How do visual learners learn?

From the use of pictures, textbooks, charts, or other things they can see.

30. What is the best kind of activity for a social learner?

Interpersonal activities.

31. What is your preferred learning style?

Open-ended question.

32. **What is the best technique for memorising an important mathematical equation before tomorrow? Which learning style is that?**

Student can give a variety of answers, but they must match a study technique with a learning style.

33. **Stephanie is a geologist but she can never identify rock formations by their descriptions. She finds it more helpful to take photographs. What kind of learner is she?**

Visual.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Use oral English to convey a complex exchange of ideas D1.LAN.CL10.04
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	    a) Discuss problem solving strategies
	    b) Respond to hypothetical questions
	    c) Discuss abstract concepts
	    d) Express opinions
	    e) Discuss preferred learning styles
	
	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: Discuss problem solving strategies		
Define a complex exchange of ideas	❏	❏
Identify and agree on desired outcomes	❏	❏
Identify problems or barriers to achieving desired outcomes	❏	❏
Identify causes of problems	❏	❏
Suggest solutions to overcome problems or barriers	❏	❏
Evaluate and rank solutions against set criteria	❏	❏

Element 2: Respond to *hypothetical questions*		
Suggest possible course of action in response to unforeseen events	❏	❏
Agree or disagree with suggestions	❏	❏
Discuss potential benefits of change	❏	❏
Predict potential disadvantages of change	❏	❏
Outline contingency plans	❏	❏
Element 3: Discuss abstract concepts		
Discuss issues related to cross cultural understanding	❏	❏
Demonstrate understanding of concepts such as beliefs, values and attitudes	❏	❏
Discuss the impact of culture on guests' expectations and perceptions	❏	❏
Element 4: Express opinions		
Express and support opinions	❏	❏
Agree and disagree	❏	❏
Discuss alternative opinions	❏	❏
Element 5: Discuss preferred learning styles		
Discuss various preferred learning styles	❏	❏
Discuss the implications of knowing preferred learning styles for yourself	❏	❏
Discuss the implications of knowing the preferred learning styles of your co-workers and guests for your business	❏	❏
Did the student's overall performance meet the standard?	❏	❏

Feedback to student and trainer/assessor		© ASEAN 2013	
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

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Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	❑ Employer	❑ Supervisor	❑ Colleague	❑ Other

For the Relationship row, the specify text:

Please specify:_____

Please do not complete the form if you are a relative, close friend or have a conflict of interest]

Unit of competency:	Use oral English to convey a complex exchange of ideas D1.LAN.CL10.04

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
Define a complex exchange of ideas and identifies and agrees on desired outcomes	❑	❑	❑
Identifies problems/barriers and their causes in relation to problem solving	❑	❑	❑
Suggest, evaluates and ranks solutions for problem solving	❑	❑	❑
Suggests possible courses of action in response to unforeseen events	❑	❑	❑
Agrees or disagrees with hypothetical suggestions	❑	❑	❑
Discusses potential benefits and disadvantages of change in response to hypothetical suggestions and outlines possible contingency plans	❑	❑	❑
Discuss issues related to cross cultural understanding demonstrating understanding of concepts such as beliefs, values and attitudes	❑	❑	❑
Discusses the impact of culture on guests' expectations and perceptions	❑	❑	❑
Expresses and supports opinions agreeing and disagreeing with others and discussing alternative opinions	❑	❑	❑
Discuss preferred learning styles and the implications of knowing preferred learning styles for self and others	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

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Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Use oral English to convey a complex exchange of ideas	D1.LAN.CL10.04
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: Discuss problem solving strategies						
Define a complex exchange of ideas						
Identify and agree on desired outcomes						
Identify problems or barriers to achieving desired outcomes						
Identify causes of problems						
Suggest solutions to overcome problems or barriers						
Evaluate and rank solutions against set criteria						
Element 2: Respond to hypothetical questions						
Suggest possible course of action in response to unforeseen events						
Agree or disagree with suggestions						
Discuss potential benefits of change						
Predict potential disadvantages of change						
Outline contingency plans						

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: Discuss abstract concepts						
Discuss issues related to cross cultural understanding						
Demonstrate understanding of concepts such as beliefs, values and attitudes						
Discuss the impact of culture on guests' expectations and perceptions						
Element 4: Express opinions						
Express and support opinions						
Agree and disagree						
Discuss alternative opinions						

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: Discuss preferred learning styles						
Discuss various preferred learning styles						
Discuss the implications of knowing preferred learning styles for yourself						
Discuss the implications of knowing the preferred learning styles of your co-workers and guests for your business						
Candidate signature			**Date**			
Assessor signature			**Date**			