

MINISTRY OF CULTURE, SPORTS AND TOURISM
VIETNAM NATIONAL ADMINISTRATION OF TOURISM



VIETNAM TOURISM OCCUPATIONAL STANDARDS

HOTEL MANAGEMENT



MINISTRY OF CULTURE, SPORTS AND TOURISM
VIETNAM NATIONAL ADMINISTRATION OF TOURISM

VIETNAM TOURISM OCCUPATIONAL STANDARDS

HOTEL MANAGEMENT



Hanoi, 2015

ACKNOWLEDGEMENTS:

The Vietnam Tourism Occupational Standards for Hotel Management were developed by the EU-funded **“Environmentally & Socially Responsible Tourism Capacity Development Programme”** (ESRT Programme) on behalf of Ministry of Culture, Sports and Tourism/Vietnam National Administration of Tourism.

The content was developed by a team of international and local experts with support from technical working groups, government departments, the tourism industry and local colleges.

ESRT would sincerely like to thank all individuals and groups for their valued contributions to the development of these materials with special mention to the

- Ministry of Culture, Sports and Tourism (MCST)
- Ministry of Labour, Invalids and Social Affairs (MOLISA)
- Ministry of Education and Training (MOET)
- Vietnam National Administration of Tourism (VNAT)
- Vietnam Tourism Certification Board (VTCB)
- Hotel and Travel Associations and members
- Delegation of the European Union to Vietnam

GLOSSARY

ITEM	DEFINITION
Assessment	The process of making judgements about the extent to which a candidate's work meets the assessment criteria for a qualification or unit, or part of a unit
Assessment criteria	Assessment criteria list the performance/skills and knowledge and understanding that need to be assessed
Assessment methods	VTOS allows a variety of assessment methods that are appropriate for different types of performance or knowledge
Assessor	An experienced person who is qualified to assess the performance of the candidate and usually from the same area of work, e.g. Front Office Supervisor
Assessor guide	A guide for assessors on how to assess the candidate and how to record and document the candidate performance and knowledge
Attitudes/behaviours	Attitudes and behaviours impact on the quality of work performance and so these are important aspects of 'being competent.' Attitudes and behaviours describe the general ways in which individuals go about achieving the outcomes
Certification	The award of a certificate or diploma to a candidate based on assessment of performance
Competency	Competency is the ability to apply specific skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily
Core units	Core units include basic competencies that all employees must possess (e.g. communication skills)
Functional units	Functional (technical/professional) units relate to the hospitality or tourism job itself
Generic units	Generic competencies are those competencies that are common to a group of jobs such as cookery or travel
Management units	These are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way
Standards	Occupational standards define the knowledge, skills and attitudes/behaviours (competence) required for effective workplace performance
Unit of competence	A unit is the smallest part of a qualification can be certified individually
VTOS	Vietnam Tourism Occupational Standards

CONTENTS

ACKNOWLEDGEMENTS	5
GLOSSARY	6
CONTENTS	7

I. INTRODUCTION9

VTOS DEVELOPMENT METHODOLOGY	9
VTOS LEVELS AND QUALIFICATIONS	10
VTOS COMPETENCY UNITS	11
UNIT STRUCTURE	12

II. HOTEL MANAGEMENT OCCUPATIONS14

LIST OF UNITS OF COMPETENCE	15
HOTEL MANAGEMENT QUALIFICATIONS.....	16

III. DETAILED STANDARDS.....19

HRS3. UNIT TITLE: CONDUCT A STAFF PERFORMANCE REVIEW	19
HRS7. UNIT TITLE: PROVIDE ON-THE-JOB COACHING	22
HRS8. UNIT TITLE: DELIVER A GROUP TRAINING SESSION	25
HRS9. UNIT TITLE: QUALITY ASSURE WORK IN YOUR TEAM.....	28
HRS10. UNIT TITLE: PLAN, ALLOCATE AND MONITOR WORK OF A TEAM	31
FMS4. UNIT TITLE: PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS.....	35
SCS2. UNIT TITLE: MANAGE INCIDENTS AND EMERGENCIES	38
FOS4.1. UNIT TITLE: MANAGE REVENUE	41
FOS4.2. UNIT TITLE: MANAGE FRONT OFFICE OPERATIONS	43
HKS4.1. UNIT TITLE: MANAGE HOUSEKEEPING OPERATIONS	46
FBS4.1. UNIT TITLE: MANAGE FOOD AND BEVERAGE OPERATIONS	48
HRS1. UNIT TITLE: IDENTIFY STAFF DEVELOPMENT NEEDS.....	50
HRS5. UNIT TITLE: RECRUIT, SELECT AND RETAIN STAFF.....	53
HRS6. UNIT TITLE: HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS	57
HRS11. UNIT TITLE: IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES	60
FMS1. UNIT TITLE: PREPARE BUDGETS	63
FMS2. UNIT TITLE: PROCURE PRODUCTS OR SERVICES	66
FMS3. UNIT TITLE: MANAGE BUDGETS	69
GAS1. UNIT TITLE: MANAGE PHYSICAL RESOURCES.....	72
GAS6. UNIT TITLE: MANAGE DAILY OPERATIONS	75
CMS1. UNIT TITLE: MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION	77
CMS2. UNIT TITLE: COORDINATE MARKETING ACTIVITIES	81
CMS3. UNIT TITLE: ORGANISE FUNCTIONS	84
RTS4.7. UNIT TITLE: APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS.....	86
RTS4.8. UNIT TITLE: APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES	89

GAS3. UNIT TITLE: ESTABLISH POLICIES AND PROCEDURES.....	93
GAS7. UNIT TITLE: LEAD, PLAN AND MANAGE CHANGE	96
GES2. UNIT TITLE: RECEIVE AND RESOLVE COMPLAINTS	100
GES13. UNIT TITLE: MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION	102

I. INTRODUCTION

With the aim to help meet the needs for a qualified workforce for the tourism industry in Vietnam, the EU-funded, Environmentally & Socially Responsible Tourism Capacity Development Programme (ESRT) was tasked to revise the Vietnam Tourism Occupational Skills Standards (VTOS) which were originally developed under the EU-funded Human Resource Development in Tourism Project (HRDT). The revised VTOS have been developed and benchmarked against international occupational standards and ASEAN Common Competency Standards for Tourism Professionals (ACCSTP) and will satisfy the requirements of the ASEAN Mutual Recognition Arrangement for Tourism Professionals (MRA-TP).

Occupational Standards refer to the agreed minimum best practice for jobs in the tourism/hospitality industry, and include the statutory (legal, health, safety, security) requirements. They specify what a person should know and do, as well as the way they do their work, in order to carry out the functions of a particular job in the context of the work environment.

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key occupational areas in line with ASEAN: **Hospitality Division** (Front Office Operations, Housekeeping Operations, Food & Beverage Service, Food Preparation) and **Travel Division** (Travel & Tour Operations, Tour Guiding). VTOS also includes four specialist areas (Hotel Management, Small Accommodation Operations, On-site Tour Guiding, and Tourist Boat Service) to meet the unique requirements of Vietnam tourism industry.

VTOS units of competence have been grouped to provide a range of **industry-relevant qualifications/job titles** from basic to advanced levels and also a number of diplomas suitable for college teaching, therefore making it relevant for the industry and the formal education sector.

VTOS can be used by:

Hospitality and travel companies to set a standard for how the work of their employees should be completed. VTOS units can be used for training staff in the key skills and job functions for a range of skills. In addition VTOS can be used to assess the performance of staff against the standards. Organizations can arrange to register their staff with an assessment centre to formally recognise or assess their skills and gain a certificate.

Colleges and training organisations to design their hospitality or tourism curriculum. VTOS clearly specifies the skills, knowledge and behaviours required for particular jobs in the industry. VTOS units can be compiled to provide a curriculum for a range of education and training courses or programmes.

VTOS DEVELOPMENT METHODOLOGY

VTOS was prepared by conducting a detailed functional analysis of hospitality and tourism jobs with a technical working group of industry experts to identify the key competencies needed for jobs for the tourism sector. The functional analysis provides an accurate and detailed separation of the functions which have to be carried out in order to achieve the key purpose of the sector, occupation or area of work.

A review of Vietnam tourism qualifications and occupational standards has been conducted via a national Training Needs Assessment (TNA). The outcome of the TNA identified areas of skills shortages and defined skills requirements and competencies that will be required of tourism professionals.

Six occupational areas identified by ASEAN and the previous Vietnam Tourism Occupational Skills Standards were then used as a baseline to verify the findings of the functional analysis, and the competencies identified by the Technical Working Groups were then benchmarked against international standards to ensure any gaps were filled.

The VTOS were then developed using an international occupational standards approach which developed the contents of the standards as competencies in a format compatible with ASEAN. The units of competence include a unit title, the performance criteria, knowledge requirements, conditions of performance and variables, assessment criteria, assessment methods and references to ACCSTP. These competencies were then grouped into levels according to the ASEAN definition.

VTOS units of competence were prepared by a team of international and Vietnamese subject experts. The units were reviewed by Technical Working Groups comprising industry practitioners and vocational trainers from local institutions. Feedback from these consultations have been incorporated, revised into the standards, and a selection of units have been piloted with trainees to ensure the level and content was appropriate for the job areas identified.

VTOS LEVELS AND QUALIFICATIONS

VTOS consists of five qualification levels in six key occupational areas	
Level 5 (Advanced Diploma 5)	Sophisticated, broad and specialised competence with senior management skills; Technical, creative, conceptual or managerial applications built around competencies of either a broad or specialised base and related to a broader organisational focus.
Level 4 (Diploma 4)	Specialised competence with managerial skills; Assumes a greater theoretical base and consists of specialised, technical or managerial competencies used to plan, carry out and evaluate work of self and/or team.
Level 3 (Certificate 3)	Greater technical competence with supervisory skills; More sophisticated technical applications involving competencies requiring increased theoretical knowledge, applied in a non-routine environment and which may involve team leadership and increased responsibility for outcomes.
Level 2 (Certificate 2)	Broad range of skills in more varied context with more responsibilities; Skilled operator who applies a broad range of competencies within a more varied work context and capable for working in groups, working independently in some cases and taking a significant responsibility for their own work results and products.
Level 1 (Certificate 1)	Basic, routine skills in a defined context; A base operational qualification that encompasses a range of functions/activities requiring fundamental operational knowledge and limited practical skills in a defined context.

VTOS COMPETENCY UNITS

VTOS is structured in units of competence using a modular format so that it is flexible and easily adapted for different jobs, personnel and qualifications. It is suitable for use in small to medium enterprises, large hotels, tour operator and travel companies, as well as for use in colleges and educational institutions. It can be used as the basis for curriculum in colleges. In addition, VTOS includes units on Responsible Tourism suitable for a range of jobs from all occupations. In this way, VTOS has been developed with the flexibility required for a fast-growing tourism industry as well as the breadth required for a range of technical and highly professional jobs at a number of levels from entry level up to Senior Management level.

VTOS consists of a range of units of competence that specify particular skills, knowledge and behaviours/attitudes necessary to fulfil the job requirements satisfactorily. Each job will consist of a blend of functional, core and generic units.

- **Functional (technical/professional)** competencies are specific to roles or jobs within the tourism industry, and include the specific skills and knowledge (know-how) to perform effectively (e.g. food service, tour guiding etc.).
- **Core (common) competencies** include the basic skills that most employees should possess (e.g., working with others, language and IT skills). These competencies are essential for anyone to do their job competently.
- **Generic (job related) competencies** are those competencies that are common to a group of jobs. They often include general job competencies that are required in a number of occupations (e.g., health & safety), as well as job specific competencies that apply to certain occupations more than others (e.g., close the shift).
- **Management competencies** are the generic competencies for roles in an organization that involve managing, supervising or influencing the work of others in some way. They may be specific to a job role (supervise housekeeping operations) or general to any supervisory/management role (arrange purchase of goods and services etc.).
- **Responsible tourism competencies** are the specific skills required for the operation and management in the organisation for the enhancement of the quality of services and products towards a sustainable tourism development, operations and products of responsible tourism.

Abbreviations for group of units			
COS	Core Standards	FBS	Food & Beverage Service Standards
GES	Generic Standards	FOS	Front Office Operations Standards
RTS	Responsible Tourism Standards	FPS	Food Preparation Standards
CMS	Customer Service & Marketing Management Standards	HKS	Housekeeping Operations Standards
FMS	Financial Management Standards	TBS	Tourist Boat Service Standards
GAS	General Administration Management Standards	TGS	Tour Guiding Standards
HRS	Human Resource Management Standards	TOS	Travel & Tour Operation Standards
SCS	Security Management Standards		

UNIT STRUCTURE

The VTOS units of competence comprise the following:

Unit Section	Description	Example
Unit Number	<ul style="list-style-type: none"> Number of the unit e.g. FOS1.3 is Front Office Operations Standard, Level 1, Unit 3 	FOS1.3
Unit Title	<ul style="list-style-type: none"> Title of the Unit 	PROVIDE GUEST SERVICES
Unit Descriptor	<ul style="list-style-type: none"> Summary or overview of the unit 	This unit describes the competencies required by front office staff to interface of with guests in a number of varied situations, responding to their requirements and expectations with cultural and professional sensitivity to satisfy needs and resolve problems.
Elements	<ul style="list-style-type: none"> Units are divided into two or more elements that describe the activities the person has to carry out. Elements can provide structure to a complex function and break up long lists of Performance Criteria by presenting them in logical sections 	E1. Handle questions and requests E2. Process safety deposit boxes E3. Exchange foreign currency E4. Handle guest disbursements
Performance Criteria	<ul style="list-style-type: none"> Performance Criteria should be observable and measurable so they can be accurately assessed. Performance (skills) will normally be assessed by observation (levels 1-3) or by documentary evidence of performance from the workplace, especially at management level (levels 4-5). 	<i>E1. Handle questions and requests</i> P1. Answer guest questions and enquiries promptly and courteously and take personal responsibility for finding the answers P2. Assist guests in making bookings for restaurants, conferences or banquets etc P3. Compile a dossier of information commonly requested or likely to be asked for P4. Prepare local contact numbers and contact details for guest use P5.
Knowledge Requirements	<ul style="list-style-type: none"> Units of competence include essential underpinning knowledge that enables the work to be done with understanding. Knowledge includes understanding of facts, principles and methods which ensure that the person who measures up to the standard can be effective in other organisations, related job roles and work contexts and be better placed to deal with the unusual or unexpected. Each knowledge item will normally be assessed by oral or written questioning. 	K1. Explain the benefits and alternatives for airline travel and associated travel means such as trains, buses and taxis K2. Explain the procedure for travel reservations, confirmations and how to enquire about regarding flight status K3. Describe the procedures for issuing, allowing access to and closing a safety deposit box K4. Describe the steps in exchanging currency for a guest

Unit Section	Description	Example
Conditions of performance and variables	<ul style="list-style-type: none"> Conditions of performance and variables takes account of the fact that the real world contains many variables, and the units should cover these (e.g. in a hotel, a receptionist may encounter many different types of customer and different hotels may provide different facilities). Rather than include these differences in the performance criteria, the range of variables will identify different types of activities and conditions under which the performance could take place. 	<p>4. Cash disbursements may include:</p> <ul style="list-style-type: none"> Paid-out as a reverse cash transaction in the cash account folio debiting the guest account A cash receipt docket signed by the guest and retained in the folio bin In certain establishment supervisory authorisation may be required for such transactions with limits applying
Assessment Guide	<p>This section specifies the amount and type of evidence needed to show that the trainee/learner has met the standards specified in the performance criteria and in all the circumstances defined in the evidence of achievement.</p> <ul style="list-style-type: none"> Evidence of the candidate's performance, knowledge, understanding and skills needs to be recorded and examined for quality control purposes. This is often presented in a folder known as a portfolio of evidence or in a passbook. Assessment needs to be cost effective and time efficient to be sustainable. All assessment needs to be internally verified by an assessment centre to ensure it is valid, current, rigorous and objective. 	<p>Evidence of the following is required:</p> <ol style="list-style-type: none"> At least three different requests or issues handled accurately and satisfactorily At least two safety deposit boxes issued according to procedures At least three foreign currency transactions handled accurately according to procedures At least two guest disbursements made according to procedures <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Access to an actual workplace or simulated environment Access to office equipment and resources Documentation of guest transactions as evidence of performance
Assessment Methods	<p>The main assessment methods for VTOS include:</p> <ul style="list-style-type: none"> Assessors observing trainees at work (or, in some cases, under realistic simulated conditions) Trainees supplying examples of records and documents that show they work to the standard Line managers and supervisors providing statements about the trainee's work Candidate answering questions from their assessors or completing written tests 	<p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none"> Assessment can include evidence and documentation from the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge Assessment must relate to the individual's work area or area of responsibility <p>The following methods may be used to assess:</p> <ul style="list-style-type: none"> Case studies Observation of practical candidate performance Oral and written questions Documentation from the workplace Problem solving Role plays Third party reports completed by a supervisor Project and assignment work
Relevant Occupations	<ul style="list-style-type: none"> The relevant job roles/job titles for which the unit is appropriate 	Front Desk Officer, FO Clerk, Guest Service Agent, Receptionist, Front Office Supervisor
ACCSTP References	<ul style="list-style-type: none"> Cross-reference to the relevant standard from (ASEAN Common Competency Standards for Tourism Professionals), if available 	DH1.HFO.CL2.03 1.8, 3.6, 4.2

II. HOTEL MANAGEMENT OCCUPATIONS

The Vietnam Tourism Occupational Standards (VTOS) for Hotel Management covers the key tasks of a manager of a small to medium hotel, and is focused on developing the competencies (skills, knowledge and attitudes/behaviours) to be able to operate the hotel efficiently and professionally.

The hotel manager is responsible for the day-to-day management of the hotel and its staff. They have commercial accountability for budgeting and financial management, planning, organising and directing all hotel services, including front-of-house (reception, concierge, reservations), food and beverage operations, and housekeeping. In larger hotels, managers often have a specific remit (guest services, accounting, marketing) and make up a general management team.

While taking a strategic overview and planning ahead to maximise profits, the manager must also pay attention to the details, setting the example for staff to deliver a standard of service and presentation that meets guests' needs and expectations. Business and people management are equally important elements.

Work activities vary depending on the size and type of hotel, but may include:

- Planning and organising accommodation, catering and other hotel services;
- Promoting and marketing the business;
- Managing budgets and financial plans as well as controlling expenditure;
- Maintaining statistical and financial records;
- Setting and achieving sales and profit targets;
- Analysing sales figures and devising marketing and revenue management strategies;
- Recruiting, training and monitoring staff;
- Planning work schedules for individuals and teams;
- Meeting and greeting customers;
- Dealing with customer complaints and comments;
- Addressing problems and troubleshooting;
- Ensuring events and conferences run smoothly;
- Supervising maintenance, supplies, renovations and furnishings;
- Dealing with contractors and suppliers;
- Ensuring security is effective;
- Carrying out inspections of property and services;
- Ensuring compliance with licensing laws, health and safety and other statutory regulations.

The manager of a large hotel may have less contact with guests but will have regular meetings with heads of departments to coordinate and monitor the progress of business strategies. In a smaller establishment, the manager is much more hands-on and involved in the day-to-day running of the hotel, which may include carrying out reception duties or serving meals if the need arises.

A significant number of hotel managers are also owners or partners, which often results in a broader set of regular responsibilities, from greeting guests to managing finances.

LIST OF UNITS OF COMPETENCE

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
2	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
3	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
4	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
5	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
6	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
7	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
8	FOS4.1	MANAGE REVENUE				✓			
9	FOS4.2	MANAGE FRONT OFFICE OPERATIONS				✓			
10	HKS4.1	MANAGE HOUSEKEEPING OPERATIONS				✓			
11	FBS4.1	MANAGE FOOD AND BEVERAGE OPERATIONS				✓			
12	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
13	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
14	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
15	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
16	FMS1	PREPARE BUDGETS				✓			
17	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
18	FMS3	MANAGE BUDGETS				✓			
19	GAS1	MANAGE PHYSICAL RESOURCES				✓			
20	GAS6	MANAGE DAILY OPERATIONS				✓			
21	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
22	CMS2	COORDINATE MARKETING ACTIVITIES				✓			
23	CMS3	ORGANIZE FUNCTIONS				✓			
24	RTS4.7	APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS				✓			
25	RTS4.8	APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES				✓			
26	GAS3	ESTABLISH POLICIES AND PROCEDURES					✓		
27	GAS7	LEAD, PLAN AND MANAGE CHANGE					✓		
28	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
29	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓

HOTEL MANAGEMENT QUALIFICATIONS

Cert No	Occupational Qualifications (aimed at industry)	Level
DHMR4	Diploma in Hotel Management (Rooms Division Management)	4
DHMF4	Diploma in Hotel Management (Food AND Beverage Management)	4
ADHM5	Advanced Diploma in Hotel Management (General Management)	5

DHMR4 - Diploma in Hotel Management (Rooms Division Management) Level 4 (18 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FOS4.1	MANAGE REVENUE				✓			
2	FOS4.2	MANAGE FRONT OFFICE OPERATIONS				✓			
3	HKS4.1	MANAGE HOUSEKEEPING OPERATIONS				✓			
4	RTS4.8	APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES				✓			
5	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
6	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
7	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
8	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
9	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
10	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
11	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
12	FMS1	PREPARE BUDGETS				✓			
13	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
14	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
15	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
16	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
17	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
18	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓

DHMF4 - Diploma in Hotel Management (Food and Beverage Management) Level 4 (17 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	FBS4.1	MANAGE FOOD AND BEVERAGE OPERATIONS				✓			
2	RTS4.7	APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS				✓			
3	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
4	HRS3	CONDUCT A STAFF PERFORMANCE REVIEW			✓				
5	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
6	HRS7	PROVIDE ON-THE-JOB COACHING			✓				
7	HRS8	DELIVER A GROUP TRAINING SESSION			✓				
8	HRS9	QUALITY ASSURE WORK IN YOUR TEAM			✓				
9	HRS10	PLAN, ALLOCATE AND MONITOR WORK OF A TEAM			✓				
10	FMS1	PREPARE BUDGETS				✓			
11	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
12	FMS4	PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS			✓				
13	SCS2	MANAGE INCIDENTS AND EMERGENCIES			✓				
14	CMS1	PREPARE BUDGETS				✓			
15	CMS3	MANAGE BUDGETS				✓			
16	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
17	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓

ADHM5 - Advanced Diploma in Hotel Management (General Management) Level 5 (18 Units)

Ref	Unit No	Unit Title	Levels					Core	Generic
			1	2	3	4	5		
1	HRS1	IDENTIFY STAFF DEVELOPMENT NEEDS				✓			
2	HRS5	RECRUIT, SELECT AND RETAIN STAFF				✓			
3	HRS6	HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS				✓			
4	HRS11	IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES				✓			
5	FMS1	PREPARE BUDGETS				✓			
6	FMS2	PROCURE PRODUCTS OR SERVICES				✓			
7	FMS3	MANAGE BUDGETS				✓			
8	GAS1	MANAGE PHYSICAL RESOURCES				✓			
9	GAS3	ESTABLISH POLICIES AND PROCEDURES						✓	
10	GAS6	MANAGE DAILY OPERATIONS				✓			
11	GAS7	LEAD, PLAN AND MANAGE CHANGE				✓		✓	
12	CMS1	MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION				✓			
13	CMS2	COORDINATE MARKETING ACTIVITIES				✓			
14	CMS3	ORGANIZE FUNCTIONS				✓			
15	RTS4.7	APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS				✓			
16	RTS4.8	APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES				✓			
17	GES2	RECEIVE AND RESOLVE COMPLAINTS							✓
18	GES13	MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION							✓

III. DETAILED STANDARDS

HRS3. UNIT TITLE: CONDUCT A STAFF PERFORMANCE REVIEW

UNIT DESCRIPTOR

This unit covers the competencies required to monitor staff performance within the framework of established performance management systems. It requires the ability to monitor the day-to-day effectiveness of staff and to conduct structured performance reviews and formal counselling sessions.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor staff performance

- P1. Consult with and inform staff about expected standards of performance using appropriate communication mechanisms
- P2. Monitor on-going performance by maintaining close contact with the workplace and staff members

E2. Provide guidance, support & recognition

- P3. Regularly provide confirming and corrective feedback to staff
- P4. Provide staff with guidance and support
- P5. Provide recognition and reward for achievements and outstanding performance

E3. Identify needs and provide solutions

- P6. Identify the need for further coaching or training and organise according to organisational policies
- P7. Recognise and resolve performance problems
- P8. Identify and investigate performance problems
- P9. Use feedback and coaching to address performance problems
- P10. Discuss and agree upon possible solutions with the staff

E4. Conduct performance reviews

- P11. Follow-up outcomes of informal counselling through review in the workplace
- P12. Organise and conduct a formal counselling session when needed according to required procedures
- P13. Conduct individual performance evaluations openly and fairly
- P14. Complete and file performance management records
- P15. Agree on courses of action with staff and follow up in the workplace

KNOWLEDGE REQUIREMENTS

- K1. Describe the role and importance of monitoring staff performance and providing feedback and coaching
- K2. Describe the performance review practices, including:
 - Reasons for performance review
 - The format for and inclusions of performance review documents
- K3. Describe the methods of reviewing performance in your organisation

- K4. Explain the procedures for performance review interviews
- K5. Explain the procedures for formal counselling sessions
- K6. Explain grievance procedures

CONDITIONS OF PERFORMANCE AND VARIABLES

The variables relate to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. Expected standards of performance and performance problems may relate to:

- Adherence to procedures
- Cost minimisation
- Customer service standards
- Level of accuracy in work
- Personal presentation
- Productivity
- Punctuality
- Response times
- Team interaction
- Waste minimisation
- Attitude and behaviours
- Responsibility
- Liability
- Others

2. Guidance and support may include:

- Advice on training and development opportunities
- Confirmation of organisational objectives and key performance requirements
- Ensuring adequate resources are applied
- Opportunity to discuss work challenges
- Representing staff interests in other forums
- Support with difficult interpersonal situations

3. Recognition and reward may include:

- Acknowledgment of individual good performance to the whole team
- Informal acknowledgment
- Presentation of awards
- Written reports to management

4. Possible solutions to performance may include:

- Additional training and coaching
- Adjustment of workload
- Agreement on short term goals for improvement
- Assistance with problems outside of the workplace
- Reorganisation of work practices

5. Required procedures for a formal counselling session may include:

- Preparation:
 - Formal notification to staff member and management
 - Invited participation of appropriate people
 - Organisation of appropriate location for counselling session
- Conducting the performance review:
 - Start and introduce the objectives
 - Discussions on achievements, improvement requirement
 - Set goals
 - Conclusions made
- Complete documentation

6. Performance management systems may include:

- Methods of collecting performance data
- Methods of interpreting performance data
- Processes for performance appraisal interviews

Important behaviours for supervisors/managers include:

1. Communication skills to provide effective feedback, coaching and counselling to team members
2. Critical thinking skills to evaluate the reasons contributing to poor staff performance
3. Initiative and enterprise skills to proactively provide colleagues with appropriate guidance and support to enhance their work performance
4. Literacy skills to:
 - a. Read and interpret staff records and performance management documents
 - b. Write potentially complex and sensitive information about staff performance
5. Planning and organising skills to coordinate regular performance appraisals and coordinate and operate formal counselling sessions
6. Problem-solving skills to identify and respond to staff performance issues
7. Self-management skills to take responsibility for monitoring staff performance
8. Teamwork skills to monitor the performance of individuals, their effect on the team and take corrective action to enhance the whole of team performance

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing performance in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two documented examples or cases when the manager monitored staff performance and provided guidance, support and recognition and reward for achievements and outstanding performance 2. Two documented examples or cases when the manager identified needs and provided solutions to individuals in their team 3. One documented example of a successfully conducted performance review 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of performance review meetings etc (without named individuals) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.01-04

HRS7. UNIT TITLE: PROVIDE ON-THE-JOB COACHING

UNIT DESCRIPTOR

This unit covers the competencies required to helping individuals – either in your own team or from another work group – to develop and maintain their performance through coaching.

Coaching involves helping individuals improve their performance by:

- Identifying their strengths and how they can use these most effectively
- Analysing areas of their work where they are less than fully effective and developing a coaching plan to address weaknesses and gaps
- Coaching individuals in technical, practical skills, customer service, interpersonal/communication skills or other areas of the business operation

This standard is relevant to supervisors and managers who have a specific responsibility for coaching individuals.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify coaching requirements

- P1. Work with individuals to identify and prioritise their needs for coaching
- P2. Ensure that individuals' coaching requirements are in line with your organisation's objectives
- P3. Establish with individuals what they expect from the coaching
- P4. Confirm with individuals what coaching that will be provided
- P5. Explore with individuals the knowledge and skills they need to develop, and the behaviours they need to change, in order to meet the desired standard of performance
- P6. Explore with individuals obstacles which could hinder their progress and how to remove these obstacles

E2. Prepare and deliver the coaching sessions

- P7. Plan with individuals how they can develop new skills and behaviours in a logical step-by-step sequence
- P8. Prepare the coaching sessions and confirm the content and desired outcomes
- P9. Deliver technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours

E3. Monitor progress & provide feedback

- P10. Monitor the individuals' progress in a systematic way
- P11. Provide specific feedback designed to improve individuals' skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance
- P12. Agree with individuals when they have achieved the desired standard of performance, or when they no longer require coaching
- P13. Encourage and empower individuals to take responsibility for their continuing professional development

KNOWLEDGE REQUIREMENTS

- K1. Describe relevant coaching models, tools and techniques, and how to apply these
- K2. Define the skills effective coaches require, and how to apply these skills
- K3. Review how to establish a coaching contract with individuals and what the contract should cover
- K4. Describe how to help individuals identify the skills they need to develop and the behaviours they need to change

- K5. Explain how to help individuals identify and remove obstacles that could hinder their progress
- K6. Explain how to help individuals prepare a plan to develop their skills and/or adapt their behaviours
- K7. Describe how to help individuals try out new skills and behaviours and how to reflect on their progress

KNOWLEDGE REQUIREMENTS

- | | |
|---|--|
| <p>K8. Explain the importance of monitoring individuals' progress in developing new skills and behaviours and how to do this</p> <p>K9. Discuss how to give individuals specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation</p> | <p>K10. Explain how to empower individuals to take responsibility for their own development</p> <p>K11. Review industry requirements for supporting individuals to improve their performance</p> <p>K12. Identify sources of information, resources and advice in your organisation</p> <p>K13. Describe your organisation's policies and practices in relation to on-the-job coaching</p> |
|---|--|

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Identifying coaching requirements includes:**

- Establishing the specific area(s) in which they want to develop their performance
- Establishing their current standard of performance
- Establishing the standard of performance they wish to achieve
- Establishing why they want to develop their performance
- Clarifying the support they can expect from you, and the commitment you expect from them
- Confirming the coaching you will provide
- Confirming the timescale
- Confirming the location, frequency and duration of coaching sessions
- Confirming points at which progress will be reviewed
- Confirming how progress will be measured and assessed

2. Obstacles which could hinder staff progress could include:

- Work pressures
- Shift patterns
- Resistance to change
- Lack of facilities, equipment or resources
- Lack of support from colleagues or others
- Lack of proper training

3. Skill deficiencies that could be addressed by coaching should include:

- Skills which do not require formal or extended training sessions for example:
 - Customer service or interpersonal/communication skills
 - Technical or practical skills such as operating equipment
 - Selling or promoting products and servicing

4. Suitable time and place may include:

- On-the-job during work hours
- Before or after work
- In a simulated location away from the actual workplace

5. Specific job skills may relate to:

- Skills required to support introduction of new equipment
- Skills required to support introduction of new processes
- Skills required to support introduction of new procedures
- Skills required to complete a job or task effectively and efficiently

Important behaviours of coaches (supervisors/managers) include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on coaching activities for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples of work records to show your work with individuals to identify and prioritise their needs for coaching and to confirm the coaching that will be provided, the skills or behaviours they need to change and any obstacles that might hinder their progress 2. Two examples or cases of the outlines or content of the coaching sessions and the delivery of the technical, practical or other coaching sessions to help individual develop new skills and behaviours or enhance existing skills and behaviours 3. Two examples or cases of the outcomes of coaching, the progress of individual staff and how they reached the desired standard of performance 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.06

HRS8. UNIT TITLE: DELIVER A GROUP TRAINING SESSION

UNIT DESCRIPTOR

This unit covers the competencies required to devise and implement training for your team members, balancing the developmental needs of the individual with the skills and knowledge needed by them to fulfil their role within the organisation.

Within many hospitality organisations, particularly those that are small, there may be little human resources support, therefore as a team manager you may identify and/or provide relevant training for staff yourself.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Establish training and development requirements

- P1. Identify current competencies of trainees/staff
- P2. Identify required competencies for trainees/staff
- P3. Confirm the identified training gap with relevant personnel
- P4. Determine support available for training provision

E2. Prepare training

- P5. Plan training requirements
- P6. Develop training content
- P7. Develop training resources and materials

E3. Facilitate training session

- P8. Prepare the training venue
- P9. Introduce training and assessment activities
- P10. Conduct training session
- P11. Provide opportunities for trainees/staff to practice skills
- P12. Provide feedback to trainees/staff

E4. Evaluate and follow up training session

- P13. Complete evaluation with trainees/staff
- P14. Ensure further training sessions incorporate feedback

KNOWLEDGE REQUIREMENTS

- K1. Explain how the training needs of individuals and teams fit in with the needs of the organisation
- K2. Explain how to carry out training needs analysis
- K3. Explain how to identify appropriate training, and what learning outcomes are achieved via different types of training

- K4. Describe how to ensure training outcomes meet identified training needs
- K5. Explain what sort of feedback is required from the individual on the training, and how to evaluate the effectiveness of the training
- K6. Explain why it is important to look at long-term goals as well as the short-term benefits

CONDITIONS OF PERFORMANCE AND VARIABLES

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. Identify current competencies may be related to:

- Observing workers' practices
- Reviewing data contained in workplace staff performance systems/databases
- Seeking input from managers, supervisors and co-workers
- Obtaining feedback from customers
- Checking currency of qualifications, certificates and licenses
- Identifying individual trainees/staff preferences for training delivery

2. Identify required competencies may include:

- Reviewing relevant training programs
- Verifying plans for the business
- Reviewing relevant policies and procedures
- Reviewing existing job analysis sheets
- Specifying product and service criteria
- Describing the workplace context, including the conditions under which tasks are to be completed

CONDITIONS OF PERFORMANCE AND VARIABLES

3. Describe the training gap may include:

- Specifying the difference between organisational expectations of staff/trainees' performance
- Actual level of workplace performance for each/ staff/trainees
- Confirming identified training gaps with individual staff/trainees

4. Support available for training provision may include:

- Time
- Physical resources
- Human resources
- Financial resources
- Training venues
- Training resources and materials
- Management support for the initiative
- Established internal career paths based on internal training delivery

5. Develop training content may include:

- Ensuring accuracy and comprehensiveness of proposed content
- Identifying topics and sub-topics for training delivery
- Identifying the underpinning attitudes, skills and knowledge for each area of proposed content
- Mapping training content against identified competencies required by staff/trainees
- Emphasising workplace safety at all stages of training delivery and in all training content

6. Develop training resources and materials may include:

- Matching training resources and materials against identified workplace need
- Identifying specific materials and resources, including manuals, texts, work books, workshop guides, hand-outs, standard operating procedures, posters, videos, sample items etc
- Preparing establishment-specific training materials and resources to address identified workplace need

7. Facilitate training session may include:

- Adhering to the prepared training/delivery plan, including coverage of content/objectives, and implementation of activities
- Adjusting the prepared delivery plan to effectively accommodate issues arising during the training session
- Applying appropriate interpersonal skills to facilitate the training
- Using effective verbal communication skills to deliver training, provide supplementary information, and monitor the training session
- Using suitable types of training: job talk or job demonstration

8. Provide feedback to staff/trainees may include:

- Ensuring feedback is provided sensitively
- Using positive feedback to motivate and encourage staff/trainees
- Recognising effort and not just success
- Being sincere in the giving of feedback
- Being open as a trainer to feedback from staff/trainees
- Using verbal and non-verbal techniques to provide feedback

9. Complete evaluation with learners could include:

- Providing evaluation forms that ensure objective evaluation of training content, training delivery, training facilities and learning outcomes are met
- Ensuring further training sessions incorporate feedback from the training session

Important behaviours of coaches (supervisors/managers) include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
4. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
5. Support others to make effective use of their abilities
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Inspire others with the desire to learn
9. Address performance issues promptly and resolve them directly with the people involved
10. Check individuals' commitment to their roles and responsibilities
11. Communicate clearly the value and benefits of a proposed course of action
12. Model behaviour that shows, and inspires others to show, respect, helpfulness and cooperation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on a training session for staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples of training needs analysis that identifies the skills or behaviours required by staff in order to plan a training session
2. Two examples of the outlines, training plan and content of the training sessions which demonstrates how individuals developed new skills and behaviours or enhanced existing skills and behaviours
3. Two examples of the outcomes of the training session, the progress of individual staff and how they reached the desired standard of performance (based on evaluation of the training courses)
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HHR.CL8.07-09

HRS9. UNIT TITLE: QUALITY ASSURE WORK IN YOUR TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to check the progress and quality of the work of team members to ensure that the required standard of performance is being met.

This standard is relevant to managers, supervisors and team leaders who monitor progress of work in their team and check the quality of the output.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor progress and quality of work

- P1. Check regularly the progress and quality of the work of team members against the standard performance expected
- P2. Provide team members with prompt, specific feedback designed to maintain and improve their performance

E2. Provide support to team members

- P3. Support team members in identifying and dealing with problems and unforeseen events
- P4. Motivate team members to complete the work they have been allocated on time and to the standard required
- P5. Provide any additional support and/or resources team members require to complete their work on time and to the standard required

E3. Deal with any performance problems

- P6. Identify any unsatisfactory performance, discuss the causes and agree ways of improving performance with team members
- P7. Recognise successful completion of significant pieces of work by team members
- P8. Motivate team members to maintain and continuously improve their performance over time
- P9. Use information collected on the performance of team members in any formal appraisal of performance, where appropriate

KNOWLEDGE REQUIREMENTS

- K1. Summarise the most effective ways of regularly and fairly checking the progress and quality of the work of team members
- K2. Describe how to provide prompt and constructive feedback to team members
- K3. Explain how to select and apply different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and continuously improve their performance
- K4. Explain how to select and apply different methods for recognising team members' achievements
- K5. Describe the additional support and/or resources which team members might require helping them complete their work on time and to the standard required and how to assist in providing this

- K6. Explain how you review your team's plan for undertaking the required work
- K7. Describe your organisation's policy and procedures in terms of personal and professional development
- K8. Explain the reporting lines in your organisation and the limits of your authority
- K9. Summarise your organisation's standards or levels of expected performance
- K10. Explain your organisation's policies and procedures for dealing with poor performance

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Efficiency and service levels may relate to:**

- Monitoring and measuring performance
- Monitoring customer service satisfaction
- Monitoring costs

2. Quality assurance initiatives may include:

- Quality systems
- Quality standards

3. Quality problems may include:

- Difficult customer service situations
- Equipment breakdown/technical failure
- Failure to deliver promised service to customers
- Procedural inadequacies or failure
- Poor rosters giving rise to inadequate/inappropriate staffing levels
- Inadequate financial resources
- Delays and time difficulties
- Others

4. Procedures and systems may be related to:

- Customer service
- Bar and restaurant operations
- Kitchens
- Office administration
- Reservation procedures
- Housekeeping systems
- Stock control
- Security
- Safe work practices
- Record keeping
- Financial procedures
- Others

5. Supportive feedback and coaching may relate to:

- Performance reviews
- Advice
- Guest comments

6. Workplace records may include:

- Staff record
- Performance reports
- Time and wages records
- Financial records
- Cash takings
- Front office transactions, vouchers and documentation
- Customer records
- Audit records
- Stock records
- Others

7. Workplace problems may relate to:

- Industrial
- Customer
- Supplier
- Equipment
- Compliance
- Administrative
- Organisational
- Employee
- Others

8. Corrective action may include:

- New procedures and/or processes
- Changes to workplace procedures and/or processes
- Others

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Find practical ways to overcome obstacles
3. Identify people's preferred ways of communicating
4. Use communication media and styles appropriate to different people and situations
5. Make time available to support others
6. Give feedback to others to help them maintain and improve their performance
7. Recognise the achievements and success of others
8. Show integrity, fairness and consistency in decision-making
9. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
10. Take pride in delivering high quality, accurate work
11. Seek to understand people's needs and motivations

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on quality assuring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you monitored and checked the progress and quality of the work of team members against the standard performance expected, and the support you provided to team members to maintain and improve their performance 2. Two examples of how you identified and dealt with team problems and unforeseen events and how you motivated team members to complete the work they have been allocated on time and to the standard required 3. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members 4. Two examples of how you recognised successful completion of significant pieces of work by team members and motivated team members to maintain and continuously improve their performance over time 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.04

HRS10. UNIT TITLE: PLAN, ALLOCATE AND MONITOR WORK OF A TEAM

UNIT DESCRIPTOR

This unit covers the competencies required to ensure that the work required of your team is effectively and fairly allocated and involves monitoring the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the work for your team

- P1. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues
- P2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources

E2. Allocate work to team members

- P3. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development
- P4. Brief team members on the work they have been allocated and the standard or level of expected performance
- P5. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated

E3. Supervise progress and quality of work of team members

- P6. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance
- P7. Provide prompt and constructive feedback
- P8. Support team members in identifying and dealing with problems and unforeseen events
- P9. Motivate team members to complete the work they have been allocated and provide any additional support and/or resources to help completion
- P10. Monitor the team for conflict, identify the cause(s) when it occurs and deal with it promptly and effectively

E4. Review performance of team members

- P11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members
- P12. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager
- P13. Use information collected on the performance of team members in any formal appraisal of performance

KNOWLEDGE REQUIREMENTS

- K1. Describe different ways of communicating effectively with members of a team
- K2. Explain the importance of confirming/clarifying the work required of the team with your manager and how to do this effectively
- K3. Discuss how to plan the work of a team, including how to identify any priorities or critical activities and the available resources
- K4. Explain how to identify and take due account of health and safety issues in the planning, allocation and checking of work
- K5. Explain why it is important to allocate work across the team on a fair basis and how to do so
- K6. Explain why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so

- K7. Summarize the ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated
- K8. List the most effective ways of regularly and fairly checking the progress and quality of the work of team members
- K9. Explain how to provide prompt and constructive feedback to team members
- K10. Explain how to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated, improve their performance and for recognising their achievements
- K11. List the additional support and/or resources which team members might require to help them complete their work and how to assist in providing this

KNOWLEDGE REQUIREMENTS

- K12. Explain why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively
- K13. Explain why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members

- K14. List the type of problems and unforeseen events that may occur and how to support team members in dealing with them
- K15. Describe how to log information on the on-going performance of team members and use this information for performance appraisal purposes

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Performance management may be defined as:**

- A process or set of processes for establishing a shared understanding of what an individual or group is to achieve, and managing individuals in a way which increases the probability it will be achieved in both the short and longer terms

2. Performance standards may include:

- Key Performance Indicators (KPIs) used to measure actual performance against set targets
- Performance standards, defining the level of performance sought from an individual or group that are expressed quantitatively or qualitatively, and which may relate to:
 - Productivity
 - Punctuality
 - Personal presentation
 - Levels of accuracy in work
 - Adherence to procedures
 - Customer service standards
 - Team interaction
 - Response times
 - Waste minimization
 - Cost minimization
 - Others

3. Systems to ensure staff performance is monitored may include:

- Any regularly applied and formalized system where all staff have their actual workplace practice evaluated and assessed against predetermined goals/targets with a view to determining their individual level of performance or achievement
- Evaluation based on factual evidence
- Feedback on the identified performance
- Support for the individual to continue acceptable performance and redress unacceptable performance
- Counselling and disciplinary action for staff unable or unprepared to bring their performance in line with expectations and standards

4. Appraise staff should include:

- Conducting appraisals at regular, pre-determined intervals
- Application of appraisals across all staff, including management, full-time staff, part-time staff and casual staff
- Establishing initial targets for performance and notifying individual staff of these
- Gathering evidence of actual staff performance which should include consideration of:
 - Type of assessment/appraisal which may include peer assessment, self-assessment
 - Team assessment, use of productivity indicators including feedback from patrons
 - Methods of collecting performance data to ensure data is reliable, indicative and relevant
 - Methods of interpreting performance data, including prioritizing results and understanding
 - The data within individual contexts

5. Advise staff of the result should include:

- Providing evidence-based feedback of staff performance
- Agreeing on the level of concurrence between actual and required workplace performance
- Determining revised action, timelines and targets for the next phase/cycle of the appraisal process

6. Action to take to underpin attainment of the revised targets may include:

- Providing necessary support, such as mentoring, coaching, training, resources, information
- Providing support for out-of-work problems encountered by staff
- Re-allocation of duties and adjustment of workload
- Re-organisation of work practices
- Agreement on short-term goals for improvement
- Revisions to required workloads and/or standards
- Counselling

CONDITIONS OF PERFORMANCE AND VARIABLES**7. Supporting and motivating team members may include:**

- Informal but structured discussions between management and staff
- Timely delivery of support to minimize the negative impact of delays and enable linking of discussion and outcomes to recent and identified performance
- Application of suitable strategies to meet individual and company needs
- Providing the appropriate level of support during the counselling commensurate with the issues being dealt with
- Referring the staff member to external professional services, where appropriate

Important behaviours for supervisors/managers include:

1. Make time available to support others
2. Clearly agree what is expected of others and hold them to account
3. Prioritise objectives and plan work to make best use of time and resources
4. State your own position and views clearly and confidently in conflict situations
5. Integrity, fairness and consistency in decision-making
6. Seek to understand people's needs and motivations
7. Take pride in delivering high quality work
8. Take personal responsibility for making things happen
9. Encourage and support others to make the best use of their abilities
10. Be vigilant for possible risks and hazards

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on allocating and monitoring the work of a team in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you planned how your team will undertake its work, including detailed work schedules, timetables and other plans for individual and team work activities, tasks, production targets 2. Two examples of how you allocated work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development 3. Two examples of how you checked the progress and quality of the work of team members and provided prompt and constructive feedback 4. Two examples of how you identified unsatisfactory performance, how you discussed the causes and agreed ways of improving performance with team members 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Detailed work schedules, timetables and other plans for individual and team work activities • Notes of team briefings to allocate individual and team work activities, tasks, targets, etc • Personal statements (reflections on the process and reasoning behind work allocation) • Witness statements (comments on the process of work allocation and perceptions of its fairness) • Records of individual and team work output or production records, production/operational reports • Notes, reports, recommendations to managers or other records of problems or critical incidents • Health, safety or security; customers; or team members' work performance • Notes, emails, memos or other records of formal or informal feedback or performance appraisal • Personal statement (reflections on your own role in dealing with problems or critical incidents) • Witness statements (comments on your own role in dealing with problems or critical incidents) <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.03

FMS4. UNIT TITLE: PREPARE AND ANALYSE FINANCIAL STATEMENTS AND REPORTS

UNIT DESCRIPTOR

This unit covers the competencies required to generate financial statements required to monitor business performance and to prepare and analyse financial statements and reports.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare specific financial reports

- P1. Produce the revenue report
- P2. Produce the balance sheet
- P3. Produce the profit and loss statement
- P4. Produce specific reports to meet departmental requirements

E2. Analyse financial statements and reports

- P5. Analyse financial statements
- P6. Analyse financial reports
- P7. Ensure internal requirements are met
- P8. Validate the financial statements that have been prepared

E3. Distribute updated records

- P9. Update internal records
- P10. Distribute the prepared financial statements and reports

KNOWLEDGE REQUIREMENTS

- K1. Describe the organisation's policies and procedures in regard to preparation, presentation and distribution of financial statements including identification of the statements to be prepared
- K2. Describe relevant accounting and financial terminology. Identify the financial statements that need to be produced
- K3. List the relevant legislated accounting provisions that apply to the host country
- K4. Explain the accepted principles and standards of account preparation and presentation

- K5. Identify the frequency with which financial statements need to be produced
- K6. Identify the responsibilities and authorities that attach to the preparation of financial statements
- K7. Identify the internal requirements in relation to financial statements
- K8. Identify the format for the preparation of financial statements
- K9. Identify the distribution requirements for financial statements

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Financial statements may include:

- Balance sheet
- Profit and loss statement
- Revenue statements
- Bank reconciliations

2. Revenue report should:

- Reflect the operating profit for the reporting period
- Comply with organisational policy and procedures
- Align with designated accounting requirements

3. Balance sheet should:

- Reflect the financial position of the business at the end of the reporting period
- Comply with organisational policy and procedures
- Align with designated accounting requirements

4. Profit and loss statement should:

- Reflect transactions over a period of time and business performance
- Comply with organisational policy and procedures
- Align with designated accounting requirements

5. Specific departmental financial reports may include:

- Statement of cash flow
- Daily, weekly and monthly revenue reports
- Sales and occupancy report
- Restaurant and banquets summary
- F&B sales
- Travel receipts report
- Advance deposit report
- Guest credit report
- Refund documentation report
- Cash transaction report
- Non-cash transaction report
- Account receivable and payable transaction report
- Vouchers for payment of/in lieu of payment report
- Credit card imprints transaction report

6. Validate the financial statements may include:

- Ensuring statements, data and explanatory notes are error free
- Ensuring all provided information is clear, accurate, easy to understand and complete
- Ensuring statements meet necessary reporting requirements
- Making necessary additions and/or corrections

7. Update internal records may include:

- Entering data to reflect the current status of the financial statements
- Printing and archiving copies of the financial statements

Important behaviours for supervisors/ managers include:

1. Find practical ways to overcome obstacles
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Balance risks against the benefits that may arise from taking risks
4. Identify and seize opportunities to obtain resources
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority to communicate clearly the value and benefits of a proposed course of action
7. Use a range of legitimate strategies and tactics to influence people
8. Work towards win-win solutions
9. Identify the range of elements in a situation and how they relate to each other
10. Specify the assumptions made and risks involved in understanding a situation
11. Test a variety of options before taking a decision

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on preparing a budget for a department or project in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least two financial statements developed 2. At least two financial reports developed 3. At least one updated internal record based on financial statements prepared and/or financial reports developed 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All Managers or Supervisors in tourism organisations	D2.TFA.CL7.02

SCS2. UNIT TITLE: MANAGE INCIDENTS AND EMERGENCIES

UNIT DESCRIPTOR

This unit covers the competencies required to ensure safety and security in hotels by managing incidents and emergencies professionally. Incidents and emergencies could include fire, flood or other environmental incidents, scenes of crime, accidents and medical emergencies, health and safety and security incidents.

It is important that procedures are in place to deal with incidents and emergencies and that these are communicated to those who need to know, including what to do; how to use appropriate emergency equipment; how to contact emergency services and other relevant sources of assistance; and how to record and report details of incidents and emergencies.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Ensure procedures are developed and communicated

- P1. Ensure procedures are in place to deal with incidents and emergencies
- P2. Ensure that procedures are communicated to those that need to be informed

E2. Respond to incidents or emergencies

- P3. Take responsibility in the event of an incident or emergency and respond quickly with a proposed course of action
- P4. Seek and clarify information about the incident or emergency
- P5. Where necessary summon the help of the appropriate emergency services or other relevant sources of assistance, giving full and accurate details of the incident or emergency

E3. Ensure the safety of guests and personnel

- P6. Ensure everyone involved or affected by the incident and emergency is given relevant information including any information on potential risks
- P7. Provide support and direction to others involved in the incident or emergency
- P8. Ensure that the integrity of evidence is preserved where this could be required by the emergency services or other parties e.g. insurance company
- P9. Maintain your own safety while dealing with incidents or emergencies

E4. Evaluate and report on the incident or emergency

- P10. Collect information about the incident or emergency that might help to establish the cause and prevent reoccurrence
- P11. Ensure the procedure for recording and reporting incidents and emergencies is followed and the required documentation is completed in line with procedures and timescales

KNOWLEDGE REQUIREMENTS

- K1. Describe the procedures and specific instructions for dealing with incidents and emergencies, including evacuation procedures and contingency plans
- K2. Describe appropriate ways to communicate procedures and instructions to those that need to be informed
- K3. Explain the importance of responding quickly to an incident or emergency and providing direction
- K4. Explain the importance of clarifying information about the incident or emergency to inform course of action
- K5. Identify the procedures for contacting emergency services or other relevant sources of assistance and the information to give them

- K6. Explain the importance of keeping those involved or affected by the incident or emergency informed of the situation and any potential risks
- K7. Explain the importance of preserving the integrity of evidence
- K8. Describe the safe practices which should be used when dealing with emergencies
- K9. Explain the importance of investigating the cause of incidents and emergencies
- K10. Identify the legislative requirements for recording and reporting incidents and emergencies and procedures for the completion of documentation

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Procedures could include:

- Handling fire alarms
- Dealing with fires
- Property damage
- Gas leak or explosion
- Medical situation, such as injury, collapse, assault victim
- Contacting police, including contracted security services
- Contacting medical assistance, including ambulance, in-house doctors, hospitals
- Contacting fire service

2. Respond to incidents or emergencies could include:

- Identifying cause and seriousness of incident or emergency
- Making announcements to staff and guests
- Evacuating premises
- Calling emergency services
- Ensuring safety of staff, guests and self

3. Ensure the safety of guests and personnel could include:

- Providing relevant information including any information on potential risks
- Providing support and direction to others involved in the incident or emergency
- Ensuring that the integrity of evidence is preserved for follow up
- Maintaining your own safety while dealing with incidents or emergencies

4. Evaluate and report on the incident or emergency could include:

- Collecting information about the incident or emergency that might help to establish the cause and prevent reoccurrence
- Ensuring the procedure for recording and reporting incidents and emergencies is followed
- Ensuring the required documentation is completed in line with procedures

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Refer issues outside the limits of your authority to appropriate people
6. Watch out for potential risks and hazards
7. Make appropriate information and knowledge available promptly to those who need it and have a right to it
8. Make effective use of available resources
9. Identify the range of elements in a situation and how they relate to each other
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation
12. Take decisions in uncertain situations or based on incomplete information when necessary

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Assessment evidence should include:</p> <ol style="list-style-type: none"> 1. At least 3 procedures developed to deal with incidents and emergencies, with evidence of communication to others in the hotel 2. At least two examples or cases of incidents or emergencies that were responded to, and the course of action taken to address them 3. At least two reports provided that show how you evaluated and reported on the incident or emergency, what information you collected to help to establish the cause and prevent reoccurrence 4. Fully completing the knowledge assessment satisfactorily 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals) • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Assessing knowledge and understanding:</p> <p>Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:</p> <ul style="list-style-type: none"> • Documented answers to oral questioning • Written examination
RELEVANT OCCUPATIONS	ACCSTP REF
All supervisory or management staff with responsibility for security	D1.HSS.CL4.01 and D1.HSS.CL4.04

FOS4.1. UNIT TITLE: MANAGE REVENUE

UNIT DESCRIPTOR

This unit describes the competencies required to forecast, manage room occupancy, average daily room rate and to use yield management for maximizing revenue.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Set revenue management goals and objectives

- P1. Set goals
- P2. Set objectives

E2. Forecast revenue

- P3. Forecast occupancy percentage
- P4. Forecast average daily room rate
- P5. Forecast Rev PAR
- P6. Forecast revenue

E3. Optimise revenue

- P7. Optimise occupancy
- P8. Optimise Rate Mix
- P9. Analyse length-of-stay effects
- P10. Use multiple distribution channels
- P11. Consider ancillary revenue
- P12. Consider marginal cost
- P13. Control strategy and tactics.

KNOWLEDGE REQUIREMENTS

- K1. Describe how to set goals and objectives for revenue management
- K2. Review the sources of gathering data for forecast creation
- K3. Describe the ways in which and the sources of gathering data for forecast creation
- K4. Explain how to create an accurate rooms sales forecast
- K5. Explain when rate and stay controls should and should not be used
- K6. Give examples of an overbooking policy and give justifications for such policies

- K7. Describe how records can be used for the purpose of future revenue management decisions
- K8. Explain the objectives and mechanisms of revenue management for rooming sales
- K9. Explain the key principles of revenue management
- K10. Explain how to maximize room revenue without impacting occupancy or guest satisfaction
- K11. Explain how to calculate revenue related index

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Goals for revenue management may include:

- Maximizing net Rev PAR
- Maximizing revenue
- Maximising the profitability of each segment

2. The objectives of revenue management are:

- To ensure that all rooms are reserved and sold to clients who will contribute the most revenue to the operation at any given business period

3. Data need to forecast may include:

- The number of rooms sold to date,
- The hotel capacity,
- The number of out-of-order rooms for each day
- Distribution of occupancy by day-of-week
- Seasonality
- Booking pace
- Special events

4. Forecast frequency may be:

- 90-day
- Once a month
- 14-day
- A week

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>The following assessment evidence is required:</p> <ol style="list-style-type: none"> 1. Evidence provided in the form of a management report detailing revenue management goals and objectives 2. Evidence provided in the form of a management report setting out forecast on room occupancy percentage average daily room rate, Rev PAR and revenue 3. Evidence of how you optimized occupancy through a variety of methods including: rate mix, length of stay, multiple distribution channels <p>Evidence should demonstrate the following:</p> <ul style="list-style-type: none"> • Ability to set goals and gather data to create a forecast on room occupancy percentage average daily room rate, Rev PAR, and revenue • Ability to analyse main factors of optimizing revenue model 	<ol style="list-style-type: none"> 1. The most appropriate method for assessment of management competence would be by portfolio of workplace evidence and/or third party reports completed by a supervisor 2. Knowledge can be assessed by recorded oral questioning or written assessment 3. Assessment could include a simulation activity, supported by project work
RELEVANT OCCUPATIONS	ACCSTP REF
Operations Manager, Room Division Director/ Manager, Front Office Manager	N/A

FOS4.2. UNIT TITLE: MANAGE FRONT OFFICE OPERATIONS

UNIT DESCRIPTOR

This unit describes the competencies required to manage Front office operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor and improve front office operations

- P1. Monitor efficiency and service levels on an on-going basis through close contact with day to day operations
- P2. Ensure that front office operations support quality assurance initiatives
- P3. Identify quality problems and issues promptly and make appropriate adjustments and get relevant approvals
- P4. Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness
- P5. Consult colleagues about ways to improve efficiency and service levels

E2. Plan and organise workflow

- P6. Schedule work in a manner that enhances efficiency and customer service quality
- P7. Delegate work to appropriate people using schedules and work plans
- P8. Assess progress against agreed objectives and timelines
- P9. Assist colleagues in prioritization of workload through supportive feedback and coaching

E3. Maintain workplace records

- P10. Complete workplace records accurately and submit within required timeframes
- P11. Delegate and monitor completion of records prior to submission

E4. Solve problems and make decisions

- P12. Identify workplace problems promptly and analyse from an operational and customer service perspective
- P13. Initiate corrective action to resolve the immediate problem where appropriate
- P14. Encourage team members to participate in solving problems they raise
- P15. Monitor the effectiveness of solutions in front office operations

KNOWLEDGE REQUIREMENTS

- K1. Describe the health and safety standards that need to be followed with regards to the front office
- K2. Explain how the front office integrates with other departments
- K3. Explain how to allocate work to staff
- K4. Explain how to monitor responsibilities to ensure standards are maintained
- K5. Explain how to identify training needs, plan and conduct training
- K6. Explain how to ensure staffs have the skills and knowledge to carry out their work effectively
- K7. Explain how to brief staff, for example verbal instructions, written instructions, demonstrations or diagrams
- K8. Explain how to give feedback to staff in a way that motivates them

- K9. Explain how to alter work allocation in order to improve the service
- K10. Explain how to monitor the allocation and use of Front office resources
- K11. Identify the types of problems that may occur in the Front office
- K12. Explain how to deal with problems with the Front office service
- K13. Describe how to report problems with the Front office service
- K14. Explain the limits of own authority when dealing with problems
- K15. Explain why it is important to review procedures
- K16. Explain how to identify and suggest possible ways of improving the front office service

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Service levels may include:**

- Excellent service
- Acceptable service
- Bad service

2. Brief staff on Front Office duties may include:

- Procedures
- Work routines
- Standard of behaviour
- Standards of operations

3. Methods to brief staff on Front Office duties may include:

- Verbal instructions
- Written instructions
- Demonstrations
- Diagrams

4. Health and safety standards should be applied for:

- Guests
- Staff
- The organisation

5. Importance to review procedures may include:

- Developing qualified employees
- Performing jobs according to pre-determined standards
- Reducing errors

ASSESSMENT GUIDE**The following assessment evidence is required:**

1. Evidence of two occasions when monitoring efficiency and service levels led to improvements in operations
2. Evidence of two occasions when quality problems were identified and issues promptly dealt with
3. Evidence of two occasions when procedures and systems were adjusted (in consultation with colleagues) to improve efficiency and effectiveness
4. Evidence of two occasions of scheduling work in a manner that enhances efficiency and customer service quality
5. Evidence of two occasions of identifying workplace problems and initiating corrective action to resolve the problem

Evidence should demonstrate the following:

- Ability to supervise front office operations
- Ability to communicate effectively with staff and customer about anything relating to Front office service
- Ability to identify and deal with any problem that threaten to disrupt front office operation
- Ability to adjust any front office procedure in consultation with colleagues
- Ability to schedule work and to delegate work to appropriate people
- Ability to complete workplace records accurately within required timeframes
- Ability to encourage team members to participate in solving any problem

ASSESSMENT METHODS

1. The most appropriate method for assessment of management competence would be by portfolio of workplace evidence and/or third party reports completed by a supervisor
2. Knowledge can be assessed by recorded oral questioning or written assessment
3. Assessment could include a simulation activity, supported by project work

RELEVANT OCCUPATIONS	ACCSTP REF
Room Division Manager, Front Office Manager, Assistant Front Office Manager	D1.HRM.CL9.01-06 & 08

HKS4.1. UNIT TITLE: MANAGE HOUSEKEEPING OPERATIONS

UNIT DESCRIPTOR

This unit describes the competencies required to manage housekeeping operations.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor and improve housekeeping operations

- P1. Monitor efficiency and service levels on an on-going basis through close contact with day to day operations
- P2. Ensure that Housekeeping operations support quality assurance initiatives
- P3. Identify quality problems and issues promptly and make appropriate adjustments and get relevant approvals
- P4. Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness
- P5. Consult colleagues about ways to improve efficiency and service levels
- P6. Monitor budget and control expenses

E2. Plan and organise workflow

- P7. Schedule work in a manner that enhances efficiency and customer service quality
- P8. Delegate work to appropriate people using schedules and work plans
- P9. Assess progress against agreed objectives and timelines
- P10. Assist colleagues in prioritization of workload through supportive feedback and coaching
- P11. Identify training needs and arrange training and development for staff

E3. Maintain workplace records

- P12. Complete workplace records accurately and submit within required timeframes
- P13. Delegate and monitor completion of records prior to submission

E4. Solve problems and make decisions

- P14. Identify workplace problems promptly and analyse from an operational and customer service perspective
- P15. Initiate corrective action to resolve the immediate problem where appropriate
- P16. Encourage team members to participate in solving problems they raise
- P17. Monitor the effectiveness of solutions in housekeeping operations

KNOWLEDGE REQUIREMENTS

- K1. Describe the health and safety standards that need to be followed with regards to the housekeeping service
- K2. Explain how the housekeeping service integrates with other departments
- K3. Explain how to allocate work to staff
- K4. Explain how to monitor responsibilities to ensure standards are maintained
- K5. Explain how to identify training needs
- K6. Explain how to ensure that staff have the skills and knowledge to carry out their work effectively
- K7. Explain how to brief staff, for example verbal instructions, written instructions, demonstrations or diagrams
- K8. Explain how to give feedback to staff in a way that motivates them

- K9. Explain how to alter work allocation in order to improve the service
- K10. Explain how to monitor the allocation and use of housekeeping resources
- K11. Identify the types of problems that may occur in the housekeeping service
- K12. Explain how to deal with problems with the housekeeping service
- K13. Describe how to report problems with the housekeeping service
- K14. Explain the limits of own authority when dealing with problems
- K15. Explain why it is important to review procedures
- K16. Explain how to identify and suggest possible ways of improving the housekeeping service

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Service levels may include:**

- Excellent service
- Acceptable service
- Bad service

2. Brief staff on housekeeping duties may include:

- Procedures
- Work routines
- Non- routine events
- Standard of behaviour
- Health, safety and security

3. Methods to brief staff on housekeeping duties may include:

- Verbal instructions
- Written instructions
- Demonstrations
- Diagrams

4. The health and safety standards would apply to:

- Customers
- Staff
- The organisation

ASSESSMENT GUIDE

This Unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Assessment evidence should include:

1. At least two examples of quality problems and issues identified and how appropriate adjustments/approvals were made in consultation with colleagues
2. At least two examples of scheduling, work plans and delegation that helped enhance efficiency and customer service quality
3. At least two examples of how you assisted colleagues in prioritization of workload through supportive feedback and coaching
4. At least two examples of how you identified workplace problems and initiated corrective action to resolve the immediate problems

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

Housekeeping Supervisor, Assistant Executive Housekeeper, Executive Housekeeper, Team Leader

ACCSTP REF

PPLHSL17

FBS4.1. UNIT TITLE: MANAGE FOOD AND BEVERAGE OPERATIONS

UNIT DESCRIPTOR

This unit describes the competencies required to manage food & beverage operations in a hotel, restaurant or other large food outlet.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor and improve Food & Beverage Service

- P1. Monitor efficiency and service levels as per standard on an on-going basis through close contact with day to day operations
- P2. Ensure quality assurance initiatives are part of food and beverage service planning
- P3. Identify quality problems and issues promptly and make appropriate adjustments and get relevant approvals
- P4. Adjust procedures and systems in consultation with colleagues to improve efficiency and effectiveness
- P5. Consult colleagues about ways to improve efficiency and service levels
- P6. Analyse training needs to improve service provision

E2. Plan and organise workflow

- P7. Schedule work in a manner that enhances efficiency and customer service quality
- P8. Delegate work to appropriate people using schedules and work plans
- P9. Assess progress against agreed objectives and timelines and adjust accordingly
- P10. Assist colleagues in prioritization of workload through supportive feedback and coaching

E3. Maintain workplace records

- P11. Complete workplace records accurately and submit within required timeframes
- P12. Delegate and monitor completion of records prior to submission

E4. Solve problems and make decisions

- P13. Identify workplace problems promptly and analyse from an operational and customer service perspective
- P14. Initiate corrective action to resolve the immediate problem where appropriate
- P15. Encourage team members to participate in solving problems they raise
- P16. Monitor the effectiveness of solutions in Food & Beverage Service

KNOWLEDGE REQUIREMENTS

- K1. Describe the health and safety standards that need to be followed with regards to the food & beverage service operations
- K2. Explain how F&B service integrates with other departments
- K3. Explain how to allocate work to staff
- K4. Explain how to monitor responsibilities to ensure standards are maintained
- K5. Explain how to identify training needs
- K6. Explain how to ensure that staff have the skills and knowledge to carry out their work effectively
- K7. Explain how to brief staff, for example verbal instructions, written instructions, demonstrations or diagrams
- K8. Explain how to give feedback to staff in a way that motivates them

- K9. Explain how to alter work allocation in order to improve the service
- K10. Explain how to monitor the allocation and use of F&B resources
- K11. Identify the types of problems that may occur in F&B service
- K12. Explain how to deal with problems with the F&B service
- K13. Describe how to report problems with F&B service
- K14. Explain the limits of own authority when dealing with problems
- K15. Explain why it is important to review procedures
- K16. Explain how to identify and suggest possible ways of improving the F&B service

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Service levels may include:**

- Excellent service
- Acceptable service
- Bad service

2. Brief staff on F&B duties may include:

- Procedures
- Service skills
- Work routines
- Standard of behaviour

3. Methods to brief staff on F&B duties may include:

- Verbal instructions
- Written instructions
- Demonstrations
- Diagrams

4. The health and safety standards would apply to:

- Customers
- Staff
- The organisation

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Assessment evidence should include:

1. At least two examples of quality problems and issues identified and how appropriate adjustments/approvals were made in consultation with colleagues
2. At least two examples of scheduling, work plans and delegation that helped enhance efficiency and customer service quality
3. At least two examples of how you assisted colleagues in prioritization of workload through supportive feedback, training and coaching
4. At least two examples of how you identified workplace problems and initiated corrective action to resolve the immediate problems

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

F&B Manager, F&B Assistant Manager, Restaurant Manager, Restaurant Supervisor, Team Leader

ACCSTP REF

D1.HML.CL10.10 & 12

HRS1. UNIT TITLE: IDENTIFY STAFF DEVELOPMENT NEEDS

UNIT DESCRIPTOR

This unit covers the competencies required to help staff identify the knowledge, skills and competence they need to develop in order to meet the demands of their current and future work roles and to fulfil their personal aspirations.

This standard is relevant to managers and supervisors who have people reporting to them.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Agree individual staff development needs

- P1. Agree with individuals the knowledge, skills and competence required to meet the demands of their current and potential future work roles
- P2. Encourage individuals to seek feedback on their performance from those who are able to provide objective, specific and valid feedback
- P3. Provide opportunities for individuals to make an accurate assessment of their current levels of knowledge, skills and competence and of their potential
- P4. Evaluate with individuals any additional, or higher levels of, knowledge, skills and competence they need for their current work roles, potential future work roles and their personal aspirations
- P5. Identify and evaluate any learning difficulties or particular needs individuals may have

E2. Support staff in setting their own learning objectives

- P6. Support individuals in prioritising their needs and specifying their learning objectives
- P7. Encourage individuals to focus on their prioritised learning needs and to take account of their learning styles when selecting learning activities and planning their development
- P8. Seek advice and support from HR training and development specialists, when required

KNOWLEDGE REQUIREMENTS

- K1. Explain the differences between knowledge, skills and competence
- K2. Explain the importance of objective, specific and valid feedback in identifying learning needs
- K3. Describe how to analyse the gaps between current levels of knowledge, skills and competence and the levels required
- K4. Describe how to prioritise learning needs
- K5. Explain how to establish SMART (Specific, Measurable, Agreed, Realistic, Time-bound) learning objectives
- K6. Describe learning styles and how to identify individuals' preferred learning styles
- K7. Describe the tools used in your organisation to identify individual learning needs and styles

- K8. List the types of learning activities appropriate for different learning styles
- K9. Explain how to develop learning and development plans based on a sound analysis of learning needs and styles
- K10. Describe the knowledge, skills and competence requirements for different roles within your area of responsibility
- K11. Describe your organisation's personal and professional development policy and practices
- K12. Describe the learning opportunities available in your organisation
- K13. List the sources of specialist advice and support in your organisation

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Knowledge, skills and competence required to meet the demands of current and potential future work roles could include:**

- Job-related knowledge, including technical or industry knowledge
- Skills development, including technical skills
- Supervisory or management development

2. Those who are able to provide objective, specific and valid feedback on their performance feedback could include:

- Managers
- Colleagues
- HR Department
- Guests

3. Learning difficulties or particular individual needs may include:

- Availability for training and development due to job demands
- Language level, relevant experience or technical limitations

4. Learning styles would include:

- Activist learner – prefers to take part in practical learning followed by learning the theory
- Reflective learner – prefers to take part in learning and reflecting on the experience
- Theorist learner – prefers to study and understand the learning before putting into practice
- Pragmatist learner – prefers learning and putting learning into practice

Important behaviours for supervisors/managers include:

1. Seize opportunities presented by the diversity of people
2. Show empathy with others' needs, feelings and motivations and take an active interest in their concerns
3. Support others to make effective use of their abilities
4. Support others to realise their potential and achieve their personal aspirations
5. Develop knowledge, understanding, skills and performance in a systematic way
6. Inspire others with the desire to learn
7. Check the accuracy and validity of information
8. Identify the implications or consequences of a situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc. This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of identifying staff development needs in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>This unit should be assessed by portfolio evidence of performance and oral or written questioning.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two documented examples or cases when the manager helped identify staff development needs 2. Two documented examples or cases when the manager provided opportunities for individuals to take further learning, training or development opportunities to gain knowledge, skills or competence to enhance their job performance 3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc (without named individuals) • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HHR.CL8.05

HRS5. UNIT TITLE: RECRUIT, SELECT AND RETAIN STAFF

UNIT DESCRIPTOR

This unit covers the competencies required to recruit and select people to undertake identified activities or work roles within your area of responsibility.

This standard is not intended for human resources specialists. It is relevant to managers and supervisors who are responsible for recruiting and selecting people for their organisation or their particular area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan recruitment of appropriate people

- P1. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of people or their knowledge, skills and competence
- P2. Identify and evaluate the options for addressing any identified shortfalls and decide on the best options to follow
- P3. Engage appropriate HR professionals within your organisation in recruiting and selecting people
- P4. Ensure you comply with your organisation's recruitment and selection policies and procedures

E2. Prepare for recruitment and selection

- P5. Ensure the availability of up-to-date job descriptions and person specifications where there is a need to recruit
- P6. Establish the stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved
- P7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants
- P8. Draw up fair, clear and appropriate criteria for assessing and selecting applicants, taking into account their knowledge, skills and competence and their potential to work effectively with colleagues
- P9. Ensure the recruitment and selection process is carried out fairly, consistently and effectively

E3. Manage the selection process

- P10. Keep applicants fully informed about the progress of their applications, in line with organisational policy
- P11. Offer positions to applicants who best meet the selection criteria
- P12. Provide clear, accurate and constructive feedback to unsuccessful applicants, in line with organisational policy
- P13. Evaluate whether the recruitment and selection process has been successful and identify any areas for improvements

E4. Optimise staff retention activities

- P14. Seek to provide work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
- P15. Review individuals' performance and development systematically and provide feedback designed to improve their performance
- P16. Recognise individuals' performance and recognise their achievements in line with your organisation's policy
- P17. Identify when individuals are dissatisfied with their work or development and seek with them solutions that meet both the individual's and organisation's needs
- P18. Recognise when individuals' values, motivations and aspirations are incompatible with your organisation's vision, objectives and values and seek alternative solutions with the individuals concerned
- P19. Discuss their reasons with individuals planning to leave your organisation and seek to resolve any issues or misunderstandings

KNOWLEDGE REQUIREMENTS

- | | |
|---|---|
| <p>K1. Discuss how to engage employees and other stakeholders in recruitment, selection and retention activities</p> <p>K2. Describe how to review the workload in your area in order to identify shortfalls in the number of colleagues and the pool of knowledge, skills and competence</p> <p>K3. Explain what job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them</p> <p>K4. Discuss the different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved</p> <p>K5. Evaluate the different recruitment and selection methods and their associated advantages and disadvantages</p> <p>K6. Explain why it is important to give fair, clear and accurate information on vacancies to potential applicants</p> | <p>K7. Discuss how to measure applicants' competence and capability and assess whether they meet the stated requirements of the vacancy</p> <p>K8. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues</p> <p>K9. Explain the importance of keeping applicants informed about progress and how to do so</p> <p>K10. Discuss the importance of providing opportunities for individuals to discuss issues with you alternative solutions that may be deployed when individuals' values, motivations and aspirations are incompatible with their work or your organisation's vision, objectives and values</p> <p>K11. Discuss the importance of understanding the reasons why individuals are leaving an organisation</p> <p>K12. Describe the specialist resources available to support recruitment, selection and retention, and how to make use of them</p> |
|---|---|

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Policies and procedures in relation to the recruitment and selection process may include:**

- Details of information that may and may not be used in a job advertisement
- Staff promotion policies, especially internal promotions
- Staff training
- Remuneration
- Probationary periods
- Terms and conditions of employment
- Benefits
- Individual staff policy, such as uniform, personal presentation, smoking, tact and diplomacy, sickness, attendance and punctuality, use of company property
- Composition of interview and selection panels

2. Job specification refers to:

- All the information about the type of employee needed to do a particular job effectively

3. The job description refers to:

- All the information about the job tasks

4. Key selection criteria may relate to:

- Experience
- Competencies
- Qualifications
- Compatibility
- References
- Attitudes

5. Sources of staff recruitment may include:

- Media advertisements
- Job and recruitment agencies
- Online recruitment
- Internal advertising including internal promotions
- Schools and trade colleges
- Industry network contacts
- Other employers

6. Selection interview may include:

- One-on-one and face-to-face interviews
- Panel interviews
- Group interviews
- Over-the-phone interviews
- First, second and/or third interviews
- Applying appropriate questioning and listening techniques
- Recording answers supplied by applicants
- Responding to applicant questions
- Equity and compliance issues
- Devising questions to be asked of all applicants

7. Selection may relate to:

- Rating applicants against selection criteria
- Obtaining feedback and consensus from all interviewers
- Considering test results
- Ranking interviewees

CONDITIONS OF PERFORMANCE AND VARIABLES

8. Follow up successful applicants may relate to:

- Obtaining original copies of documents presented at interviews
- Explaining details of the job offer, contract or employment instrument
- Confirming acceptance of the job offer
- Offering the job to another applicant if the first choice refuses the offer

9. Retention policies can include:

- Provision of work opportunities that challenge individuals to make effective use of their knowledge, skills and competences and develop their potential
- Review of individuals' performance and development systematically
- Methods of feedback designed to improve staff performance
- Recognition of individuals' performance and achievements in line with your organisation's policy
- Identification of work roles that meet both the individual's and organisation's needs
- Recognition of incompatibility of staff with work roles
- Staff exit policies

Important behaviours for supervisors/managers include:

1. Identify people's information needs
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Show integrity, fairness and consistency in decision-making
8. Protect the confidentiality and security of information
9. Check the accuracy and validity of information
10. Take and implement difficult and/or unpopular decisions, where necessary

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing recruitment, selection and retention of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two documented examples or cases of recruitment and selection of staff to meet organisational staffing needs 2. Two documented examples or cases of retention activities 3. One documented example of an exit interview to establish reasons for staff leaving a job 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.10

HRS6. UNIT TITLE: HANDLE STAFF GRIEVANCES AND RESOLVE PROBLEMS

UNIT DESCRIPTOR

This unit covers the competencies required to initiate and follow your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.

This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is not designed for human resources specialists.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform staff about grievance procedures

- P1. Keep individuals fully informed about your organisation's current procedure for raising grievances
- P2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure

E2. Implement grievance procedures

- P3. Identify potential grievances and take preventative measures to resolve issues where possible
- P4. Respond to concerns, problems or complaints from individuals and seek to resolve the situation informally if possible
- P5. Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

E3. Maintain accurate records

- P6. Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of fully informing individuals about your organisation's current procedure for raising grievances
- K2. Explain informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively
- K3. Explain the importance of following your organisation's formal grievance procedure, and when to do so
- K4. Describe how to conduct a meeting with an individual to discuss their grievance

- K5. Describe how to investigate the grievance fully
- K6. Explain the importance of communicating clearly, concisely and objectively, and how to do so
- K7. Describe how to keep full and accurate records throughout the grievance process and store these confidentially as long required
- K8. Summarise your organisation's procedure for dealing with grievances
- K9. Identify sources of advice, guidance and support from colleagues, human resources or legal specialists

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Informing staff about grievance procedures involves:**

- Keeping individuals fully informed about current procedure for raising grievances
- Seeking support from colleagues or human resources or legal specialists

2. Implementing grievance procedures includes:

- Identifying potential grievances before they become an issue
- Taking preventative measures to resolve issues where possible
- Responding to concerns, problems or complaints informally to resolve the situation if possible
- Considering whether an informal approach is likely to resolve the situation effectively
- Following your organisation's formal grievance procedure, if an individual raises a grievance with you in writing

3. Keeping full and accurate records includes:

- Ensuring that full records are kept throughout the grievance process
- Ensuring records are stored confidentially for as long as required

Important behaviours for supervisors/managers include:

1. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Give feedback to others to help them maintain and improve their performance
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Act within the limits of your authority
7. Refer issues outside the limits of your authority to appropriate people
8. Show integrity, fairness and consistency in decision making
9. Say no to unreasonable requests
10. Address performance issues promptly and resolve them directly with the people involved
11. Protect the confidentiality and security of information
12. Take and implement difficult and/or unpopular decisions, if necessary

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on implementing occupational health and safety in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation. Evidence must include:

Evidence must include:

1. One documented example of handling an informal grievance procedure
2. One documented examples or cases handling a formal grievance procedure
3. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	N/A

HRS11. UNIT TITLE: IMPLEMENT OCCUPATIONAL HEALTH AND SAFETY PRACTICES

UNIT DESCRIPTOR

This unit covers the competencies required to manage the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the 'culture' of your area of responsibility. The 'area of responsibility' may be, for example, a department or functional area or an operating site such as a hotel or tour company office.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement health and safety policy

- P1. Identify your personal responsibilities and liabilities under health and safety legislation
- P2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties
- P3. Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration

E2. Ensure consultation with health & safety personnel

- P4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues
- P5. Seek and make use of specialist expertise in relation to health and safety issues

E3. Ensure systems are in place for identifying and monitoring risk

- P6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks
- P7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility

E4. Develop & improve health and safety performance

- P8. Show continuous improvement in your area of responsibility in relation to health and safety performance
- P9. Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility
- P10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement
- P11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues
- P12. Develop a culture within your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

- K1. Explain why health and safety in the workplace is important
- K2. Describe how and where to identify your personal responsibilities and liabilities under health and safety legislation
- K3. Explain how to keep up with legislative and other developments relating to health and safety
- K4. Summarise the requirement for organisations to have a written health and safety policy statement
- K5. Explain how to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties

- K6. Describe how and when to review the application of the written Health and safety policy statement in your area of responsibility and produce/provide findings to inform development
- K7. Explain how and when to consult with people in your area of responsibility or their representatives on health and safety issues
- K8. Identify sources of specialist expertise in relation to health and safety
- K9. List ways of developing a culture in your area of responsibility which puts 'health and safety' first

KNOWLEDGE REQUIREMENTS

- K10. Describe the type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them
- K11. Explain how to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility
- K12. Explain why and how health and safety should inform planning and decision-making

- K13. Explain the importance of setting a good example to others in relation to health and safety
- K14. Define the type of resources required to deal with health and safety issues

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Relevant health and safety information may include:**

- Roles and responsibilities of personnel
- Legal obligations
- Participative arrangements for health and safety
- Location of relevant health and safety information, procedures and policies
- Specific risks and necessary control measures
- Codes of practice

2. Hazards and risks may include:

- Fire and emergency
- Crowd related risks
- Bomb scares
- Theft and armed robbery
- Equipment failure
- Pests
- Equipment related hazards
- Manual handling
- Slips, trips and falls
- Drugs and alcohol in the workplace
- Violence in the workplace
- Hazardous substances
- Others

3. Records may include:

- Health and safety injury register
- Number of near-misses
- Health and safety improvement ideas submitted by team members
- Medical records
- Health and safety training records
- Team member hazards reports
- Others

4. Developing and improving health and safety performance may include:

- Workshops
- Information sessions
- Fact sheets and other literature
- Mentoring
- Lectures
- Practical demonstrations
- Health and safety team meetings

Important behaviours for supervisors/managers include:

Behaviours which underpin effective performance:

1. Respond quickly to crises and problems with a proposed course of action
2. Identify people's information needs
3. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
4. Be vigilant for possible risks and hazards
5. Take personal responsibility for making things happen
6. Identify the implications or consequences of a situation
7. Act within the limits of your authority
8. Constantly seek to improve performance
9. Treat individuals with respect and act to uphold their rights

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This Unit may be assessed holistically by means of a portfolio of evidence or report on initiating and following grievance procedures of staff in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least one record of actions you have taken to ensure health and safety policies are implemented appropriately 2. At least two minutes of meetings you have organised with people in your area of responsibility, or their representatives, and those with specialist expertise, to discuss, review and agree the implementation of workplace policies on health and safety 3. At least one briefing or presentation you have made or commissioned to people in your area of responsibility on the implementation of workplace policies on health and safety 4. At least one record of training activity you have organised for people in your area of responsibility on the implementation of workplace policies on health and safety 5. One personal statement (reflection on your role in ensuring that health and safety policies are implemented and reviewed in your area of responsibility) 6. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HSS.CL4.01, 02 & 04

FMS1. UNIT TITLE: PREPARE BUDGETS

UNIT DESCRIPTOR

This unit covers the competencies required for managers with responsibility for preparing budgets for their departments.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare budget information

- P1. Identify and interpret sources of data required for budget preparation
- P2. Review and analyse data
- P3. Obtain other stakeholder input into budget plan
- P4. Provide relevant colleagues with the opportunity to contribute to the budget planning process

E2. Draft budget

- P5. Draft budget, based on analysis of all available information
- P6. Estimate income and expenditure using valid, reliable and relevant information
- P7. Review income and expenditure for previous time periods to help with budget forecast

E3. Present budget recommendations

- P8. Present recommendations clearly, concisely and in an appropriate format
- P9. Circulate draft budget to relevant colleagues for comment
- P10. Adjust budget and complete the final budget within designated timelines
- P11. Inform colleagues of final budget decisions

KNOWLEDGE REQUIREMENTS

- K1. Explain how to engage stakeholders in identifying and justifying requirements for financial resources.
- K2. Explain how to identify and interpret sources of data required for budget preparation
- K3. Explain how to provide relevant colleagues with the opportunity to contribute to the budget planning process
- K4. Explain how you present budget recommendations to others

- K5. Describe how to calculate fixed and variable costs of activities.
- K6. Describe cost-benefit analysis techniques
- K7. Explain the importance of developing alternative solutions as fallback positions.
- K8. Explain the importance of obtaining feedback on your presentation of the budget and how to use this feedback to improve future proposals

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Data and data sources required for budget preparation may include:

- Performance data from previous periods
- Financial proposals from key stakeholders
- Financial information from suppliers
- Customer or supplier research
- Competitor research
- Management policies and procedures
- Organisational budget preparation guidelines

2. Internal and external issues that could impact on budget development may include:

- Organisational and management re-structures
- Enterprise/organisational objectives
- New legislation or regulation
- Growth or decline in economic conditions
- Significant price movement for certain commodities or items
- Shift in market trends
- Scope of the project
- Venue availability (for events)
- Human resource requirements
- Others

3. Budgets may include:

- Cash budgets
- Departmental budgets
- Wages budgets
- Project budgets
- Event budgets
- Sales budgets
- Cash flow budgets
- Grant funding budgets
- Others

4. Input may include:

- Budget restrictions
- Client expectations
- Owners/stakeholders expectations
- Others

5. Recommendations may include:

- Budget restrictions
- Operational budgets
- Contingency plan

6. Budget decisions may refer to:

- Increase/decrease in allocations
- Cost-cutting decisions, such as redundancy, closing departments or outlets, etc.
- Expansion decisions, such as employing more staff, opening new outlets/departments, etc.

7. Financial commitments may relate to:

- Contracts related to expenditure
- Contracts related to income

Important behaviours for supervisors/managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Find practical ways to overcome obstacles
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Balance risks against the benefits that may arise from taking risks
5. Identify and seize opportunities to obtain resources
6. Take repeated or different actions to overcome obstacles
7. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
8. Act within the limits of your authority communicate clearly the value and benefits of a proposed course of action
9. Use a range of legitimate strategies and tactics to influence people
10. Work towards win-win solutions
11. Respond positively and creatively to setbacks
12. Identify the range of elements in a situation and how they relate to each other
13. Specify the assumptions made and risks involved in understanding a situation
14. Test a variety of options before taking a decision

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on preparing a budget for a department or project in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. At least one minute of meetings you have organised with people in your area of responsibility and those with specialist expertise, to discuss, review and agree the budget for your department or team
2. One draft budget prepared for your department
3. One approved and implemented budget for your department
4. Notes of a meeting or email/letter in which you received approval for the prepared budget
5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All Managers or Supervisors in tourism organisations

ACCSTP REF

D1.HFA.CL7.07

FMS2. UNIT TITLE: PROCURE PRODUCTS OR SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required for procuring products and/or services from external suppliers. This unit is relevant to managers who are not procurement specialists but are required to procure products and/or services as part of their role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for procurement

- P1. Comply with relevant organisational procedures and legal and ethical requirements when procuring products and/or services
- P2. Seek support from colleagues or procurement or legal specialists on any aspect of procuring products and/or services about which you are unsure
- P3. Consult with others involved to identify your requirements for products and/or services, drawing up detailed specifications, where necessary

E2. Source and select products, services and suppliers

- P4. Source products and/or services which meet your requirements, where possible identifying a diverse range of products, services and/or suppliers so you can compare alternatives
- P5. Select products, services and suppliers which offer the optimal mix of quality, cost, timeliness and reliability

E3. Agree terms and issue contract

- P6. Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties
- P7. Agree contract with suppliers

E4. Monitor supplier performance

- P8. Monitor the performance of suppliers in terms of the quality, quantity, timeliness and reliability of products and/or services
- P9. Take prompt action to resolve any problems, in line with the terms of the contract

KNOWLEDGE REQUIREMENTS

- K1. Explain the importance of following relevant organisational procedures and legal and ethical requirements when procuring products and/or services
- K2. Explain the importance of consulting with others involved to identify your requirements for products and/or services
- K3. Describe how to draw up detailed specifications for procuring products and/or services
- K4. Describe how to source products and/or services which meet your requirements
- K5. Explain how to compare alternative products and/or services and suppliers
- K6. Explain how to select products and/or services and suppliers which offer the optimal mix of quality, quantity, costs, timeliness and reliability
- K7. Explain how to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties

- K8. Discuss the importance of agreeing a contract which clearly states quality and quantity of products and/or services, timescales and costs, terms and conditions, and consequences if either party fails to comply with the contract
- K9. State how you monitor the performance of suppliers in terms of the quality, quantity, timeliness and reliability of products and/or services
- K10. Discuss the importance of taking prompt action to resolve any problems with the performance of suppliers, in line with the terms of the contract, and how to decide what action should be taken and when. You need to know and understand: Industry/sector specific knowledge and understanding
- K11. State the industry requirements for procuring products and/or services

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Legal requirements when procuring products and/or services could include:**

- Local laws and regulations
- Company policies and regulations
- Company tender requirements

2. Ethical requirements when procuring products and/or services could include:

- Fair and transparent tendering
- Suppliers sourced by product or service criteria rather than personal relationships
- No personal interest or family/friendship involvement
- No personal financial gain or commission arrangement

3. Support from colleagues or procurement or legal specialists could include:

- Advice on procurement procedure and policy
- Recommendations on suitable suppliers
- Legal advice

4. Monitor supplier performance could include:

- Quality of product/service according to specifications agreed
- Timeliness of delivery
- Reliability
- Maintenance and support from supplier

5. Contracts should include:

- Quality and quantity of products and/or services to be supplied
- Timescales and costs
- Terms and conditions
- Consequences if either party fails to comply with the contract

Important behaviours for supervisors/managers include:

- Present information clearly, concisely, accurately and in ways that promote understanding
- Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
- Act within the limits of your authority
- Show integrity, fairness and consistency in decision-making
- Address performance issues promptly and resolve them directly with the people/suppliers involved
- Clearly agree what is expected of others and hold them to account
- Work towards win-win solutions
- Make effective use of available resources
- Seek new sources of support when necessary
- Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence for this unit should include:</p> <ol style="list-style-type: none"> 1. At least two examples of products or services procured showing how you complied with relevant organisational procedures and legal and ethical requirements 2. At least two recorded examples of how you seek support and consult with colleagues or procurement or legal specialists on aspects of procuring products and/or services about which you are unsure 3. At least two examples of products and/or services sourced and selected which met your requirements (should include details of comparative products/services and final contracts offered) 4. At least two examples showing how you monitored the performance of suppliers in terms of the quality, timeliness and reliability of products and/or services and how your resolved any problems 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>

RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HFA.CL7.02

FMS3. UNIT TITLE: MANAGE BUDGETS

UNIT DESCRIPTOR

This unit covers the competencies required in managing the budget for your area of responsibility or for specific projects or activities. This standard is relevant to managers and leaders with budget responsibility for an operational area or for specific projects or activities.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Monitor and control budget activity

- P1. Use the agreed budget to actively monitor and control performance for your area of responsibility, activity or project
- P2. Engage appropriate colleagues and other key stakeholders in managing budgets
- P3. Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from those with decision-making responsibility, if required

E2. Review and adjust budget as necessary

- P4. Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with those with decision-making responsibility
- P5. Provide on-going information on performance against the budget to those with decision-making responsibility
- P6. Advise relevant people promptly if you have identified evidence of potentially fraudulent activities
- P7. Gather information from implementation of the budget to assist in the preparation of future budgets

KNOWLEDGE REQUIREMENTS

- K1. Explain how to engage colleagues and stakeholders in managing budgets
- K2. Explain the purposes of budgetary systems
- K3. Explain how to use a budget to actively monitor and control performance for a defined area or activity of work
- K4. Define the main causes of variances and how to identify them
- K5. Evaluate the different types of corrective action which could be taken to address identified variances
- K6. Describe how unforeseen developments can affect a budget and how to deal with them

- K7. Explain the importance of agreeing revisions to the budget and communicating the changes
- K8. Explain the importance of providing regular information on performance against the budget to other people
- K9. Identify types of fraudulent activities and how to identify them
- K10. Describe what to do and who to contact if you suspect fraud has been committed
- K11. Identify who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Internal and external issues that could impact on budgets may include:

- Organisational and management re-structures
- Enterprise/organisational objectives
- New legislation or regulation
- Growth or decline in economic conditions
- Significant price movement for certain commodities or items
- Shift in market trends
- Scope of the project
- Venue availability (for events)
- Human resource requirements
- Others

2. Budget may include:

- Cash budgets
- Departmental budgets
- Wages budgets
- Project budgets
- Event budgets
- Sales budgets
- Cash flow budgets
- Grant funding budgets
- Others

3. Input may include:

- Budget restrictions
- Client expectations
- Owners/stakeholders expectations
- Others

4. Recommendations may include:

- Budget restrictions
- Operational budgets
- Contingency plan

5. Budget decisions may refer to:

- Increase/decrease in allocations
- Cost-cutting decisions, such as redundancy, closing departments or outlets, etc.
- Expansion decisions, such as employing more staff, opening new outlets/departments, etc.

6. Financial commitments may relate to:

- Contracts related to expenditure
- Contracts related to income

7. Fraud could include:

- Account takeover
- Application fraud
- Exploiting assets and information
- Fake invoice scams
- False accounting
- Payment fraud
- Procurement fraud
- Receipt fraud
- Travel and subsistence fraud

Important behaviours for supervisors/managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Keep people informed of plans and developments in a timely way
4. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
5. Act within the limits of your authority
6. Identify and raise ethical concerns
7. Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
8. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
9. Make effective use of existing sources of information
10. Check the accuracy and validity of information
11. Communicate clearly the value and benefits of a proposed course of action
12. Work towards win-win solutions

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation and in the case of budgets, no names of companies or individuals should be included in portfolio or documentary evidence.

Evidence must include:

1. Two examples/cases demonstrating how you monitored and controlled budget activity for your area of responsibility, activity or project. Examples should show how you engaged appropriate colleagues and other key stakeholders in managing budgets
2. One example/case where you identified causes of any significant variances between what was budgeted and what actually happened and the corrective action you took
3. One example of how you proposed revisions to the budget in response to variances and/or significant or unforeseen development

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of support and advice provided to individuals, record of feedback etc. (without named individuals)
- Observation
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

Assessing knowledge and understanding:

Knowledge and understanding are key components of competent performance. Where knowledge and understanding (and the handling of contingency situations) is not apparent from performance evidence, it must be assessed by other means and be supported by suitable evidence such as:

- Documented answers to oral questioning
- Written examination

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility in tourism occupations

ACCSTP REF

D1.HFI.CL8.03

GAS1. UNIT TITLE: MANAGE PHYSICAL RESOURCES

UNIT DESCRIPTOR

This unit covers the competencies required for managing the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility.

This unit is relevant to all managers and supervisors who are responsible for the physical resources in their area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Plan the use of resources

- P1. Engage those who use resources in planning how they can be used most efficiently and monitoring their actual use
- P2. Plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment

E2. Secure and dispose of resources

- P3. Take appropriate action to ensure the security of resources and that they are used safely
- P4. Ensure that resources no longer required are disposed of in ways that minimise any adverse impact on the environment

E3. Share and monitor resources

- P5. Negotiate with colleagues over the use of shared resources, taking into account the needs of the different parties involved and the overall objectives of your organisation
- P6. Monitor the quality of resources and patterns of resource use systematically
- P7. Take timely corrective action to deal with any significant variances between actual and planned resource use

KNOWLEDGE REQUIREMENTS

- K1. Explain why it is important to engage those who use resources in managing how they are used, and how to do so
- K2. Explain how to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full
- K3. Describe how to negotiate the use of shared resources with colleagues to optimise resource use for all concerned
- K4. Discuss the potential environmental impact of resource use/disposal and actions you can take to minimise any adverse impact

- K5. Describe the risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely
- K6. Explain the importance of monitoring the quality and use of resources continuously, and how to do so
- K7. Describe the types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Physical resources may include:

- Buildings
- Equipment
- Fixtures, fittings and furnishings
- Vehicles
- Gardens
- Pools

2. Monitoring resources may include:

- Maintenance
- Repair
- Replacement

3. Systems to monitor condition and performance of physical resources may include:

- Integration of reporting into day to day operating procedures
- Regular management reports
- Internal/external inspections and audits
- Regular staff feedback
- Analysis of maintenance costs over a period of time

Important behaviours for supervisors/managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
3. Act within the limits of your authority
4. Prioritise objectives and plan work to make the effective use of time and resources
5. Accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Make effective use of existing sources of information
8. Seek to understand people's needs and motivations
9. Create a sense of common purpose
10. Communicate clearly the value and benefits of a proposed course of action
11. Work towards win-win solutions

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Performance evidence should include:</p> <ol style="list-style-type: none"> 1. At least two work plans that show how you plan to use resources in ways that are effective, efficient and minimise any adverse impact on the environment. The work plan should also indicate how you engage others in planning how to use resources efficiently 2. One example of how you disposed of resources in ways that minimised any adverse impact on the environment 3. Two examples of how you monitored the quality and patterns of resource use and took timely corrective action to deal with any significant variances between actual and planned resource use 	<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence to include notes of meetings, notes of discussion with individuals and colleagues, details of actions taken and record of feedback etc (without named individuals) • Observation • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p> <p>Resource Implications:</p> <p>Training and assessment to include access to a real or simulated workplace that provides the manager with an opportunity to demonstrate application of knowledge of financial and legal issues that impact on the management of physical resources to specific tourism and hospitality workplace situations and problems; and access to workplace standards, procedures, policies, guidelines, tools and current financial data and regulations</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.11

GAS6. UNIT TITLE: MANAGE DAILY OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to perform daily operations in a hotel, tourism or travel organisation.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inspect key areas and equipment

- P1. Ensure main areas are clean and ready for use
- P2. Ensure all equipment and materials are in place

E2. Perform daily requisition procedures

- P3. Review all stocks and supplies
- P4. Ensure requisition orders are completed
- P5. Make purchase requests

E3. Review schedules

- P6. Ensure staffing schedules are up to date
- P7. Check schedules for any issues
- P8. Input data and backup

E4. Monitor performance standards

- P9. Review daily reports
- P10. Interpret data
- P11. Diagnose problems

E5. Monitor productivity standards

- P12. Review customer feedback
- P13. Review financial reports

E6. Maintain the security of premises and personnel

- P14. Ensure security records are maintained
- P15. Ensure personnel records are up to date
- P16. Review security and safety reports

KNOWLEDGE REQUIREMENTS

- K1. Explain your method for carrying out daily inspection to key areas and equipment
- K2. Describe the daily requisitions procedure
- K3. Explain how you use guest's comments for quality improvement

- K4. Describe the organisations' security arrangements for the premises and personnel
- K5. Explain how performance and productivity data is used for planning and improvement

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Inspection of key areas could include:

- Restaurant, bar premises and bar equipment
- Floral displays
- Food and beverage promotional displays
- Lighting
- Windows, mirrors and polished surfaces
- Station cleanliness
- Ventilation
- Cellars
- Kitchens and stewarding
- Stores, pantry and room service
- C&B Stores
- Waste areas
- Staff locker and wash rooms
- Fire escapes and stair wells
- Service elevators
- Others

2. Daily requisition would include:

- Linen
- Chemical
- Stationery
- Operating supplies
- Food & beverage items

3. Schedules would include:

- Duty manager schedule
- Manager on Duty
- Patrolling security
- Staffing schedule

4. Performance standards would include:

- Preparing financial reports
- Calculating averages, ratios and percentages
- Interpreting specific results
- Identifying the difference between reports
- Diagnosing probable causes
- Calculating and monitoring a RevPAR

CONDITIONS OF PERFORMANCE AND VARIABLES**5. Productivity standards could include:**

- Quality control manual
- Customer feedback
- On-line reviews
- Staff feedback

6. Maintain the security of premises and personnel could include:

- Protecting database and documents
- Human resource records and headcount
- Ensuring access to premises
- Ensuring fire protection system is in good condition

Important behaviours for supervisors/managers include:

1. Constructively challenge the status quo and seek better alternatives
2. Present information clearly, concisely, accurately and in ways that promote understanding
3. Give feedback to others to help them maintain and improve their performance
4. Continuously improve products and services
5. Comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes
6. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
7. Develop systems to gather and manage information and knowledge effectively, efficiently and ethically
8. Use a range of legitimate strategies and tactics to influence people
9. Make effective use of available resources
10. Recognise stakeholders' needs and interests and manage these effectively
11. Build a plausible picture from limited data
12. Specify the assumptions made and risks involved in understanding a situation

ASSESSMENT GUIDE**Performance assessment must include:**

1. At least two requisition records and purchase orders
2. At least one security report
3. At least one customer feedback questionnaire and/or survey analysis
4. At least two completed inspection checklists
5. At least two staffing schedules
6. At least two financial reports

ASSESSMENT METHODS**Suitable assessment methods may include:**

- Direct observation
- Written or oral questioning to assess aspects of specialised knowledge
- Naturally occurring evidence in the workplace
- Review of portfolios of evidence
- Review of third party workplace reports of on the job performance by the individual

RELEVANT OCCUPATIONS

Head of Department, Manager, Manager on Duty

ACCSTP REF

D1.HRM.CL9.03

CMS1. UNIT TITLE: MANAGE QUALITY SERVICE AND CUSTOMER SATISFACTION

UNIT DESCRIPTOR

This unit covers the competencies required to manage the delivery of quality customer services in a hotel, travel or tour company.

This standard is relevant to managers and supervisors who are required to manage the delivery of customer service as part of a broader management role.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Communicate quality customer service standards

- P1. Engage people within your organisation and other key stakeholders in managing customer service
- P2. Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements

E2. Ensure people and resources deliver customer service quality

- P3. Organise people and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies
- P4. Ensure people delivering customer service are competent to carry out their duties, and provide them with any necessary training, support and supervision
- P5. Ensure people understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems

E3. Handle customer service requests and problems

- P6. Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary
- P7. Ensure customers are kept informed about the actions you are taking to deal with their requests or problems

E4. Enhance the quality of customer service

- P8. Encourage staff and customers to provide feedback on their perceptions of the standards of customer service
- P9. Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers
- P10. Analyse customer service data to identify the causes of problems and opportunities for improving customer service
- P11. Make or recommend changes to processes, systems or standards order to improve customer service

KNOWLEDGE REQUIREMENTS

- | | |
|---|--|
| <p>K1. Explain how you engage people within your organisation and other stakeholders in managing customer service</p> <p>K2. Describe how to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources</p> <p>K3. Explain how to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies</p> <p>K4. Review how to identify likely contingencies when organising staffing and other resources</p> <p>K5. Explain how to identify sustainable resources and ensure their effective use when organising the delivery of customer service</p> <p>K6. Explain the importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so</p> <p>K7. Explain the importance of ensuring staff understands the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems</p> | <p>K8. Explain the importance of taking responsibility for dealing with customers' requests and problems referred to you</p> <p>K9. Explain the importance of keeping customers informed about the actions you are taking to deal with their requests or problems</p> <p>K10. Describe how to identify and manage potential issues before they develop into problems</p> <p>K11. Describe how you normally deal with customers' requests and/or problems</p> <p>K12. Explain the importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service</p> <p>K13. Explain how to monitor the standards of customer service delivered customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously</p> <p>K14. Review the types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service</p> |
|---|--|

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Communicate quality customer service standards may include:**

- Meetings to discuss managing customer service
- Briefings to staff
- Discussion about customer service issues

2. Ensuring people and resources are available to deliver customer service quality may include:

- Planning and forecasting human resources
- Planning and forecasting customer seasonal demands or other variables
- Budgeting for other resources

3. Research may include:

- Interviewing colleagues and clients
- Focus groups
- Data analysis
- Product sampling
- Sales data review
- Others

4. Customer service data may include:

- Data sampling
- Statistical analysis
- Comparison between current and previous research

5. Service levels may relate to:

- Service quality
- Customer satisfaction
- Staff attitude
- Appearance of venue, staff, etc.
- Atmosphere of venue
- Responsiveness of staff to customer requests
- Delivery times
- Prices/costs
- Product/service availability
- Courtesy/politeness
- Others

6. Customers' needs may relate to:

- Advice or general information
- Specific information
- Complaints
- Purchasing organisation's products and services
- Returning organisation's products and services
- Accuracy of information
- Fairness/politeness
- Prices/value
- Others

7. Appropriate methods to monitor customer/ guest satisfaction may include:

- Mystery guest
- Customer satisfaction survey
- Customer/guest interviews
- Representative sampling activities
- Industry benchmarking
- Web-based comments
- Face to face comments

8. Evaluate and report on customer service may relate to:

- Service quality evaluations
- Customer satisfaction evaluations
- Industry benchmarking

Important behaviours for supervisors/ managers include:

1. Respond promptly to crises and problems with a proposed course of action
2. Seek opportunities to improve performance
3. Encourage others to take decisions autonomously, when appropriate
4. Demonstrate a clear understanding of different customers and their real and perceived needs
5. Empower staff to solve customer problems within clear limits of authority
6. Take personal responsibility for resolving customer problems referred to you by other staff
7. Recognise recurring problems and promote changes to structures, systems and processes to resolve these
8. Encourage and welcome feedback from others and use this feedback constructively
9. Prioritise objectives and plan work to make the effective use of time and resources
10. Take personal responsibility for making things happen
11. Clearly agree what is expected of others and hold them to account
12. Honour your commitments to others
13. Identify the implications or consequences of a situation
14. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report managing quality in customer/guest services in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. Two examples or cases of how you engage people within your organisation and other key stakeholders in managing customer service and establishing clear and measurable standards of customer service 2. Two examples of how you organise people and other resources to meet customer service standards, and ensure people delivering customer service are competent to carry out their duties and understand the standards of customer service they are expected to deliver 3. Two examples of how you have taken responsibility for dealing with customers' requests and problems referred to you and ensured customers were kept informed about the actions you were taking to deal with their requests or problems 4. Two examples of how you continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers and make or recommend changes to processes, systems or standards order to improve customer service 5. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable evidence could include:</p> <ul style="list-style-type: none"> • Customer service data • Personal statements (reflections on the process and reasoning behind quality service activities) • Witness statements (comments on the quality customer service practices) • Notes, reports, recommendations to managers of customer service problems or critical incidents • Notes, emails, memos or other records of customer service improvements • Personal statement (reflections on your own role in dealing with customer service challenges) <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
All staff with supervisory or management responsibility in tourism occupations	D1.HRM.CL9.06

CMS2. UNIT TITLE: COORDINATE MARKETING ACTIVITIES

UNIT DESCRIPTOR

This unit describes the competencies required for managing the marketing of products and services for which you are responsible. The unit is relevant to managers with responsibility to market hospitality or tourism products or services to identified groups of customers.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Evaluate market situation

- P1. Evaluate existing and potential markets, market segments and customers for your products and services
- P2. Evaluate competitors' products and services to identify the unique features and potential benefits of your products and services
- P3. Evaluate competitors' pricing, promotion and distribution strategies for their products and services

E2. Implement marketing strategies

- P4. Engage people within your organisation and other key stakeholders in marketing products and services
- P5. Implement pricing strategies that take account of:
 - Features and potential benefits of your products and services
 - Customers' ability and willingness to pay, and
 - Competitors' pricing strategies
- P6. Implement reliable and cost-effective distribution strategies to make your products and services available to customers
- P7. Implement cost-effective strategies to promote your products and services to customers, emphasising their unique features and potential benefits

E3. Brief others and monitor demand

- P8. Ensure those involved in selling your products and services are fully briefed on their unique features and potential benefits and committed to achieve target sales
- P9. Monitor demand for your products and services systematically
- P10. Adapt your pricing, distribution and promotional strategies in response to variances in demand and feedback from customers and those involved in selling

KNOWLEDGE REQUIREMENTS

- K1. Explain how to engage people within your organisation and other key stakeholders in marketing products and services
- K2. Explain how to evaluate competitors' products and services in order to identify the unique features of your products and services and the unique benefits they offer to customers
- K3. Explain how to develop competitive pricing strategies
- K4. Explain how to develop distribution strategies to make your products and services available to customers cost-effectively

- K5. Explain how to promote your products and services to customers cost-effectively
- K6. Explain how to train and motivate a sales force
- K7. Explain how to monitor demand for your products/services and to adapt them in response to variances in demand
- K8. Explain how to use feedback from customers and your sales force to optimise your product/service, pricing, distribution, promotion and sales strategies

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Existing and potential markets, segments or customers could include:

- Domestic customers
- International customers
- Different age groups
- Different social/economic groups
- Leisure or business travellers etc.

2. Evaluate competitors' products and services could include:

- Products offered, depth and breadth of product line, and product portfolio balance
- New products developed, new product success rate, and R&D strengths
- Brands, strength of brand portfolio, brand loyalty and brand awareness
- Pricing strategies
- Promotional strategies
- Distribution strategies

3. Engaging people within your organisation and other key stakeholders in marketing products and services could include:

- Staff reporting to you
- Marketing department
- Sales teams
- Customers (through recommendations)

4. Monitor demand could include:

- Market surveys
- Customer feedback
- Sales figures

Important behaviours for supervisors/managers include:

1. Recognise changes in circumstances promptly and adjust plans and activities accordingly
2. Listen actively, ask questions, clarify points and restate or rephrase statements to check mutual understanding
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Keep people informed of plans and developments in a timely way
5. Demonstrate a clear understanding of different customers and their real and perceived needs
6. Develop and tailor products and services to ensure customers' needs are met
7. Balance the diverse needs of different customers
8. Continuously improve quality of products and services
9. Seek out and act on new business opportunities
10. Show integrity, fairness and consistency in decision making
11. Make effective use of existing sources of information
12. Check the accuracy and validity of information
13. Communicate clearly the value and benefits of a proposed course of action
14. Present ideas and arguments convincingly in ways that engage people
15. Identify the range of elements in a situation and how they relate to each other
16. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE

This unit may be assessed holistically by means of a portfolio of evidence or report on aspects of managing discipline in a hospitality or tourism environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Performance assessment must include:

1. A strategic marketing plan (including competitive analysis of competitor products and services as well as competitor pricing, promotion and distribution strategies) that demonstrates your analysis of markets, segments and customers
2. Two documented examples of how you marketed your products/services and examples of people within your organisation and other key stakeholders involved in marketing products and services
3. Two examples of how you implement reliable and cost-effective promotion and distribution strategies to make your products and services available to customers
4. Two examples of evaluation and monitoring of your marketing strategies and how you adapted your pricing, distribution and promotional strategies

ASSESSMENT METHODS

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

Suitable methods will include:

- Portfolio of workplace evidence to include notes of meetings, samples of marketing plans, promotional materials and other information
- Personal statements
- Witness testimony
- Professional discussion

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

All staff with supervisory or management responsibility for marketing in hospitality and tourism occupations

ACCSTP REF

D2.TTA.CL2.09

CMS3. UNIT TITLE: ORGANISE FUNCTIONS

UNIT DESCRIPTOR

This unit covers the competencies required for organizing a hospitality function.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Prepare for the function

- P1. Gather information about the function, customer requirements and responsibilities
- P2. Brief colleagues and staff about the function and their responsibilities

E2. Supervise the the function

- P3. Oversee all service flows
- P4. Liaise with colleagues, staff and customers throughout the function
- P5. Ensure that the arrangements meet all organisational and legal requirements
- P6. Take appropriate action(s) to deal with any problems that may arise during the function

E3. Close down the function

- P7. Oversee closing down and clearing up after the function finishes
- P8. De-brief colleagues and staff after the function and evaluate how to make improvements
- P9. Receive and collate feedback from all those involved in the function
- P10. Complete all necessary records and forms relating to the function

KNOWLEDGE REQUIREMENTS

- K1. Describe the organisation customer care policies are and how these relate to functions
- K2. List the organisation record keeping policies in relation to functions
- K3. Explain how to obtain the customer specific requirements for the function, e. g. food, drink, special diets, table plan, entertainment
- K4. Describe the food and drinks available to support the function
- K5. State who is responsible for ordering/ organising the deliveries
- K6. List the equipment, facilities and capacity the venue to support the function
- K7. State who is responsible for allocation of staff and tasks
- K8. State who is responsible for briefing staff in relation to their responsibilities
- K9. Describe the Health & Safety/legal requirements that will affect the function and how this is to be communicated to all

- K10. Explain why it is important for clear and transparent communication channels in relation to the function
- K11. Explain the importance of anticipated any problems/challenges that may occur, prior, during and after the function
- K12. Explain how to inspect the venue prior and during the preparations to ensure that all is in order in relation to customer/organisation requirements
- K13. Explain how to effectively monitor the function at critical points
- K14. Explain how to liaise with key individuals effectively during the function
- K15. Describe the techniques to be adopted to clear function venues effectively
- K16. Explain how to carry-out post function inspection(s) on equipment and facilities
- K17. State who is responsible for reporting damage/ loss and the storage of equipment after the function
- K18. Describe the organisational/legal requirements are for clearing the venue after the function

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Type of functions:**

- Single functions
- Multi functions - occurring at the same time
- Outdoor functions.

2. People involved include:

- Staff and colleagues
- Managers
- Customers
- Internal departments
- Other organisations

3. Problem solving for Functions could include:

- Equipment failure
- Power failure
- Staff availability
- Commodities and supplies
- Customer problems
- Unexpected changes in demand
- Others

ASSESSMENT GUIDE**Performance evidence should include:**

1. At least two documented records of preparation and planning of functions
2. At least two functions successfully delivered
3. At least two problems resolved during a function(s)
4. At least two functions evaluated and reviewed with full documentation and feedback forms

ASSESSMENT METHODS**A variety of assessment methods can be used including:**

- Portfolio of workplace evidence
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.

RELEVANT OCCUPATIONS

Event Manager, F&B Manager, Banquet Sales Manager; Sale Manager

ACCSTP REF

D1.HML.CL10.08

RTS4.7. UNIT TITLE: APPLY RESPONSIBLE TOURISM TO FOOD AND BEVERAGE OPERATIONS

UNIT DESCRIPTOR

This unit covers the competencies required to apply responsible tourism principles to food and beverage operations such as in restaurants, kitchens and food outlets.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform customers of responsible tourism issues

- P1. Inform customers of restaurant environmental and water conservation policies
- P2. Inform guests of actions to save energy and manage waste in the kitchen and restaurant

E2. Implement energy saving practices

- P3. Ensure all equipment is cleaned and serviced regularly
- P4. Train staff to work efficiently and reduce energy usage

E3. Implement water efficiency practices

- P5. Place signage in restaurant and kitchen reminding staff to conserve water and report leaks
- P6. Train staff to ensure water saving in the most efficient manner
- P7. Present results of savings to staff to encourage them to continue to improved

E4. Avoid waste in food and beverage operations

- P8. Review recycling options in kitchens and restaurants
- P9. Monitor and measure waste and recycling levels

E5. Apply responsible tourism principles in purchasing and supplies

- P10. Establish a purchasing policy that favours environmentally-friendly products, and those that minimise energy, water and waste in the production process
- P11. Establish a purchasing policy that favours local suppliers if possible

KNOWLEDGE REQUIREMENTS

- K1. Explain how to develop a company code of conduct for customers to follow in responsible tourism behaviour
- K2. Explain the methods used in your restaurant/ kitchen for saving energy, water and waste management
- K3. Explain the importance of adopting responsible tourism principles in food and beverage operations
- K4. Describe the procedures for energy consumption reduction in food and beverage operations
- K5. Describe the ways of saving water in food and beverage operations

- K6. Explain the ways of increasing the use of recycling in food and beverage operations
- K7. Define the significance of energy saving and minimizing waste
- K8. Explain how to raise awareness and build capacity of staff in sustainable tourism principles that relate to their day-to-day responsibilities
- K9. Describe how to set supplier sustainability targets for improvement
- K10. Explain how your restaurant or kitchen ensures energy and water saving and waste management in purchasing procedures

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Principles of responsible tourism include:**

- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

2. Energy saving practices could include:

- Ensure all restaurant or kitchen equipment is cleaned and serviced regularly
- Arrange for staff to prepare food efficiently and in large batches if possible
- Encourage reduction of equipment standby and pre-heating time
- Instruct kitchen staff to thaw food in the refrigerator overnight rather than using running water or microwaves

3. Water efficiency in food and beverage operations could include:

- Instruct staff to sweep or mop kitchen floors instead of using a hose
- Train staff to operate the dishwasher in the most efficient manner

4. Avoid waste in food and beverage operations could include:

- Implement recycling in kitchen and restaurant
- Arrange for separate and distinctive bins for food wastes, general wastes and recyclables
- Monitor your food waste and adjust inventory to minimise waste due to spoilage
- Develop daily production plans to minimise over-preparing food that will then be wasted
- Arrange compost for food waste rather than sending it to the trash bin
- Offer customers environmentally friendly take-away containers for leftover food
- Instruct kitchen staff to collect cooking oils and fats for re-processing and reuse
- Discuss with chef about food portion sizes and how to adjust to avoid excessive food wastes
- Monitor and measure waste and recycling levels.

5. Establish a responsible food and beverage purchasing policy and practice that includes:

- Buy in bulk and in concentrated form, such as beer and soft drinks on tap rather than cans and bottles
- Purchase recycled content and recyclable takeaway containers, cups, utensils and serviettes
- Purchase disposable utensils that minimise excess packaging, such as avoid individually wrapped items
- Establish a purchasing policy that favours environmentally-friendly products
- Purchase products that minimise energy, water and waste in the production process

Important behaviours for supervisors/managers include:

1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This Unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least two occasions in your restaurant that inform customers about responsible tourism issues recorded and documented 2. At least three examples of energy saving, water efficiency and waste avoidance activities recorded and documented 3. One example of responsible tourism principles applied to kitchen/restaurant purchasing and supplies 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions. 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the Evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
Managers/Supervisors in kitchens, restaurants and other food outlets	N/A

RTS4.8. UNIT TITLE: APPLY RESPONSIBLE TOURISM TO ACCOMMODATION SERVICES

UNIT DESCRIPTOR

This unit covers the competencies required to apply responsible tourism principles to accommodation services such as hotels, guest houses or homestays.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Inform guests of responsible tourism issues

- P1. Inform guests of hotel environmental and water conservation policies
- P2. Inform guests of actions to save energy in the hotel or guest house
- P3. Inform guests about your waste reduction programme
- P4. Post signage in guest information book in bedroom to make guests aware of child exploitation and child protection
- P5. Post signage in guest information book in bedroom requesting guests to reuse towels and linens to reduce energy and water consumption

E2. Implement energy saving practices

- P6. Review maintenance schedules for electrical equipment to optimize efficiency
- P7. Review energy saving by installing efficient machinery/equipment and optimising use

E3. Implement water efficiency practices

- P8. Review cleaning practices with staff to ensure toilet flushing and length of time running showers and taps are kept to a minimum
- P9. Review energy saving in laundries by optimising use and installing water efficient machinery
- P10. Monitor use of water used for swimming pools and gardens and grounds to conserve water

E4. Avoid waste in accommodation operations

- P11. Review recycling options in kitchens, restaurants, offices, guest facilities and rooms
- P12. Monitor and measure waste and recycling levels

E5. Apply responsible tourism principles in purchasing and supplies

- P13. Establish a purchasing policy that favours environmentally-friendly products, and those that minimise energy, water and waste in the production process
- P14. Establish a purchasing policy that favours local suppliers if possible

KNOWLEDGE REQUIREMENTS

- K1. Explain how to develop a company code of conduct for customers to follow in responsible tourism behaviour
- K2. Explain the methods used in your hotel or guest house for saving energy, water and waste management
- K3. Explain the importance of adopting responsible tourism principles in accommodation operations
- K4. Describe the procedures for energy consumption reduction accommodation operations
- K5. Describe the ways of saving water in accommodation operations

- K6. Explain the ways of increasing the use of recycling in accommodation operations
- K7. Define the significance of energy saving and minimizing waste
- K8. Explain how to raise awareness and build capacity of staff in sustainable tourism principles that relate to their day-to-day responsibilities
- K9. Describe how to set supplier sustainability targets for improvement

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Principles of responsible tourism include:**

- Use natural resources optimally
- Respect and conserve socio-cultural authenticity
- Ensure viable, long-term economic benefits to all stakeholders

2. Energy controls could include:

- Install occupancy controls to save energy in guest rooms
- Keep pools and spas to the minimum temperature level required for comfort
- Turn off lights in areas that are not utilised and use natural lighting where possible
- Ensure air conditioners are maintained at optimum levels
- Ensure regular maintenance of electrical equipment to optimize efficiency
- Review energy saving in laundries and other areas in the organisation by installing efficient machinery/equipment and optimising use
- Ensure all appliances are turned off when a guest leaves the hotel room
- Replace incandescent lights with energy efficiency CFL bulbs
- Post signage reminding guests to conserve energy and switch off all lights and air conditioning when exiting their room
- Install water efficient taps and showerheads with aerators which will reduce water consumption while maintaining comfort

3. Water efficiency in accommodation operations could include:

- Maintain bathrooms to avoid water leakage
- Review cleaning practices with staff to ensure toilet flushing and length of time running showers and taps are kept to a minimum
- Review energy saving in laundries by optimising use and installing water efficient machinery
- Monitor use of water used for swimming pools and gardens and grounds to conserve water

4. Avoid waste in accommodation operations could include:

- Implement recycling in all areas of the company, kitchens, offices, guest facilities and bedrooms
- Provide ample recycling bins and fewer waste bins, encouraging guests and staff to recycle rather than trash waste
- Replace disposable items with reusable ones, such as refillable soap and shampoo containers
- Use environmentally friendly cleaning and gardening supplies
- Monitor and measure waste and recycling levels

5. Occupancy controls can include:

- Digital thermostats
- Front desk controls, which power on rooms when guests arrive
- Key cards for individual rooms, which require a guest key to activate room controls and switch off when the key is removed as guests leave the room and which automatically adjusts room temperature based on occupancy

6. Keep spas and fitness rooms to the minimum temperature level required for comfort can include:

- Install timers in saunas and steam rooms to switch off the heat when not in use
- Display signage requesting guests switch off equipment after use
- Purchase fitness machines that are powered by user activity rather than electricity
- Set back the thermostat in pool, fitness and recreation areas after hours

7. Maintaining lighting to reduce energy can include:

- Turn off lights in areas that are not utilised
- Utilise natural lighting, keep lights to a minimum during the day in areas that are well lit by sunlight
- Clean lighting fixtures regularly
- Install daylight sensors or 'photocells' which control artificial lighting to be reduced when there is sufficient natural lighting available
- Install occupancy sensors to automatically turn lighting off when no one is present
- Label light switches to denote location of lights, aiding in switching off unnecessary lighting

8. Optimise use of air conditioning to save energy can include:

- Program thermostat settings to automatically adjust to changing temperature needs throughout the day. Such as, significantly reduce heating and cooling temperatures in common areas (lounges, corridors and stairwells) during low traffic hours, such as midnight to 5 am
- Take advantage of sunlight and use shades/curtains to minimise over or under conditioning
- In the summer adjust temperature to 23°-25°C
- Schedule regular maintenance checks for air conditioning equipment

CONDITIONS OF PERFORMANCE AND VARIABLES

10. Ensuring efficient laundries can include:

- Operate machines only when fully loaded
- Adhere to the manufacturer's recommended settings and regularly check that the water level is correct during operation
- Schedule regular maintenance to ensure water valves and dump drains are free from leaks
- Isolate and turn off the steam supply to equipment when not in use
- When upgrading a laundry facility, consider installing continuous batch washers, which use less water and steam

11. Ensuring efficient use of pools includes:

- Clean and maintain pool filters regularly
- Consider installing solar heating unit for pools
- Monitor and record pool's water meter to identify any leaks or abnormally high water use

12. Ensuring efficient use of outdoor areas includes:

- Select native plants that require minimal amounts of water
- Less frequent and heavy watering of plants and lawns makes plants more drought resistant by encouraging roots to grow deeper
- Water base of plants, not leaves
- Use drip hoses rather than sprinklers
- Water early in the morning or late evening, not at midday

13. Use environmentally friendly cleaning products can include:

- Use phosphate free, non-toxic and biodegradable products
- Use concentrated cleaning products, these use less packaging and take less store room
- Use refillable containers for soaps and shampoos rather than individual items
- Involve cleaners in all company sustainability discussions and forums
- Provide a comingled recycling bin in each guest room

14. Establish a responsible tourism purchasing policy and practice that includes:

- Use green housekeeping materials (natural cleaning agents rather than chemicals)
- Purchase and use green equipment, fabric and materials (local, natural, recycled)
- Establish a purchasing policy that favours environmentally-friendly products
- Purchase products that minimise energy, water and waste in the production process
- Establish a purchasing policy that favours local suppliers if possible to benefit local community

Important behaviours for supervisors/managers include:

1. Encourage, generate and recognise innovative solutions
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Keep people informed of plans and developments in a timely way
5. Balance the diverse needs of different customers
6. Continuously improve products and services
7. Take repeated or different actions to overcome obstacles
8. Identify and raise ethical concerns
9. Take personal responsibility for making things happen
10. Monitor the quality of work and progress against plans and take appropriate corrective action, where necessary
11. Communicate a vision that inspires enthusiasm and commitment
12. Communicate clearly the value and benefits of a proposed course of action
13. Present ideas and arguments convincingly in ways that engage people

ASSESSMENT GUIDE	ASSESSMENT METHODS
<p>Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.</p> <p>This unit may be assessed holistically by means of a portfolio of evidence or report on implementing responsible tourism principles in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.</p> <p>Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.</p> <p>Evidence must include:</p> <ol style="list-style-type: none"> 1. At least two accommodation activities that inform guests about responsible tourism issues recorded and documented 2. At least three examples of energy saving, water efficiency and waste avoidance activities recorded and documented 3. One example of responsible tourism principles applied to purchasing and supplies 4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	<p>Suitable methods will include:</p> <ul style="list-style-type: none"> • Portfolio of workplace evidence • Personal statements • Witness testimony • Professional discussion <p>Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.</p> <p>A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.</p>
RELEVANT OCCUPATIONS	ACCSTP REF
Managers in hotels and other accommodation services	N/A

GAS3. UNIT TITLE: ESTABLISH POLICIES AND PROCEDURES

UNIT DESCRIPTOR

This unit covers the competencies required to establish policies and procedures relating to legal, regulatory, ethical and social requirements, and to communicate these policies and procedures to relevant people.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Develop operational policies

- P1. Develop operational policies and strategies based on monitoring of workplace needs and identification of opportunities for improvement and innovation
- P2. Develop scope and objectives of the required initiative based on enterprise goals, staff and customer feedback
- P3. Identify and analyse internal and external factors that may impact on the policy
- P4. Consult appropriate stakeholders during the development of the policy
- P5. Develop appropriate and financially-sound resource strategies
- P6. Develop administrative framework and systems capable of supporting the planned initiative
- P7. Identify and communicate clearly all priorities, responsibilities and timelines
- P8. Develop evaluation systems in consultation with appropriate colleagues

E2. Administer and monitor operational policy

- P9. Implement and evaluate identified actions in accordance with agreed priorities
- P10. Monitor performance indicators
- P11. Provide progress and other reports as required
- P12. Make assessment of the need for additional resource requirements and take appropriate action

E3. Conduct on-going evaluation

- P13. Review the operational policy to assess effectiveness in the workplace
- P14. Monitor performance
- P15. Identify problems and make adjustments accordingly
- P16. Incorporate the results of evaluation into on-going planning

KNOWLEDGE REQUIREMENTS

- K1. Explain the key planning concepts and techniques including the structure of operational policies and steps in the planning process
- K2. Explain how to develop operational policies and strategies based on monitoring of workplace needs
- K3. Identify some of the internal and external factors that may impact on the policy
- K4. Explain the factors in developing appropriate and financially-sound resource strategies

- K5. Describe the administrative framework and systems capable of supporting the planned initiative
- K6. Describe the best channels to communicate priorities, responsibilities and timelines
- K7. Describe the progress and other reports used for monitoring policy implementation
- K8. Explain how the operational policy is evaluated to assess effectiveness in the workplace
- K9. Explain how you would incorporate the results of evaluation into on-going planning

CONDITIONS OF PERFORMANCE AND VARIABLES

1. Policies requiring development could include:

- Environment
- Products and services
- Training
- Workplace relations
- Finance
- Asset management
- Others

2. Strategies may include:

- Client development
- Geographic expansion
- Organisational growth
- Service growth
- Debt reduction
- Income development
- Others

3. Objectives may include:

- Sales figures
- Revenues
- Delivery times
- Service standards
- Client numbers
- Sales figures and targets
- Booking levels
- Customer or staff feedback
- Productivity gains
- Guest satisfaction

4. Analyse internal and external factors may relate to:

- Capabilities and resources
- Trends and developments in the marketplace
- Comparative market information
- Legal and ethical constraints

5. Stakeholders may include:

- Customers
- Employees
- Government agencies
- Owners
- Suppliers
- Strategic alliance partners

6. Evaluate may include:

- Key performance indicators
- Gap analysis
- Customer feedback
- Compliance reports
- Employee feedback

7. Performance indicators may include:

- Sales
- Return on investment
- Customer service
- Debt servicing costs

8. Review the operational plan may relate to:

- Quarterly reviews
- Business plan cycle
- Major events triggering a review, e.g. change in market-place

9. Performance may relate to:

- Market share
- Sales figures
- Customer satisfaction
- Staff retention

Important behaviours for supervisors/managers include:

1. Seek opportunities to improve performance
2. Constructively challenge the status quo and seek better alternatives
3. Try out new ways of working
4. Present information clearly, concisely, accurately and in ways that promote understanding
5. Reflect on your experiences and use the lessons to guide your decisions and actions
6. Balance risks against the benefits that may arise from taking risks
7. Take personal responsibility for making things happen
8. Create a sense of common purpose
9. Anticipate likely future scenarios based on realistic analysis of trends and developments
10. Specify the assumptions made and risks involved in understanding a situation
11. Take timely decisions that are realistic for the situation

ASSESSMENT GUIDE

Assessment of units at level 3-5 is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This unit may be assessed holistically by means of a portfolio of evidence or report on planning and implementing responsible tourism policies and procedures in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as supervisors/managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Example of at least two operational policies/strategies developed based on monitoring of workplace needs and identification of opportunities for improvement and innovation
2. Example of one operational policy implemented and evaluated in accordance with agreed priorities and performance indicators
3. Example of one operational policy monitored for performance, adjusted and incorporating the results of evaluation into on-going planning
4. Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

RELEVANT OCCUPATIONS

Managers in tourism occupations

ACCSTP REF

D1.HGA.CL6.01

GAS7. UNIT TITLE: LEAD, PLAN AND MANAGE CHANGE

UNIT DESCRIPTOR

This unit reflects the need, in many situations, for someone to provide a lead within the overall organisation or part of an organisation for a specific change or a wider programme of change.

It involves selling the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality. This standard is about the planning, communication, development and implementation of the change processes, systems, structures, roles and culture within the hospitality work environment.

This standard is relevant to managers and leaders who plan and implement change across the organisation or in their particular area of responsibility.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Engage people in planning for change

- P1. Engage appropriate people within your organisation and other key stakeholders in planning change
- P2. Establish with key stakeholders the processes, systems, structures, roles or cultures that need to be changed

E2. Plan and prepare for change

- P3. Evaluate the gap between the current state and the required future state
- P4. Identify and evaluate obstacles to change
- P5. Develop a detailed plan to achieve the required change effectively and efficiently
- P6. Make arrangements for the continuity of business activities during the period of change.

E3. Train and develop others in implementing change

- P7. Provide people with the necessary training, support and encouragement they require

E4. Communicate impacts of change to others

- P8. Develop a communication strategy to keep people informed about the progress and allow them to give feedback

E5. Implement change

- P9. Put into practice your plan for change in line with agreed timescales and available resources
- P10. Delegate responsibilities to competent people in line with your plan
- P11. Implement contingency plans or take appropriate alternative action in the event of risks materialising
- P12. Identify, evaluate and resolve any problems or obstacles that arise
- P13. Maintain the continuity of business activities during the period of change

E6. Evaluate change

- P14. Monitor progress against your plan and take appropriate action in response to any significant variances
- P15. Evaluate the results of the change process against the success criteria agreed with key stakeholders
- P16. Establish the reasons for any failure to meet the success criteria in full
- P17. Ensure change is effective and meets the requirements of the organisation.
- P18. Provide recognition for people and teams who achieve results

KNOWLEDGE REQUIREMENTS

- | | |
|--|--|
| <p>K1. Explain how to engage employees and stakeholders in implementing change</p> <p>K2. Describe the main models and methods for managing change effectively, and their strengths and weaknesses</p> <p>K3. Describe the relationship between transformational and transactional change</p> <p>K4. Describe the different leadership styles and behaviours, their strengths and how to use the appropriate style for different circumstances</p> <p>K5. Describe the political, bureaucratic and resource barriers to change, and the techniques for dealing with these</p> <p>K6. Evaluate the main techniques for solving problems and how to apply them</p> | <p>K7. Describe team building techniques and how to apply them during the change process</p> <p>K8. Explain how to assess the risks and benefits associated with change strategies and plans</p> <p>K9. Explain the importance of contingency planning and how to do so effectively</p> <p>K10. Describe the main obstacles to change, and the techniques you use to deal with these</p> <p>K11. Explain the importance of stakeholder expectations and how they influence the process</p> <p>K12. Explain the principles and methods of effective communication and how to apply them</p> |
|--|--|

CONDITIONS OF PERFORMANCE AND VARIABLES

The conditions of performance and variables relate to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

1. Appropriate people within your organisation and other key stakeholders may include:

- Employees – full time or part time
- Owners – partners or others who have invested in the hotel
- Suppliers who will be affected by changes
- Customers who may be affected by changes

2. Obstacles to change could include:

- People
- Resources
- Time
- Organisational procedures
- Management

3. Change management plan could include:

- Contingency planning
- Resource planning
- Readiness assessments
- Communication and communication planning
- Coaching and manager training for change management
- Training and employee training development
- Resistance management
- Data collection, feedback analysis and corrective action
- Celebrating and recognizing success

4. Continuity of business activities during the period of change could include:

- Planning for the impact of an unexpected or catastrophic event or interruption
- List of employees and contact information
- Department business functions/processes
- Assessing your data and technology needs in the event of a failure in operations
- Developing the plan
- Communicate your plan to employees and suppliers
- Coordinate with other business units

5. Training, support and encouragement for others could include:

- Team meetings
- One-to-one mentoring
- Support from line manager
- Training and information sessions for all staff

6. Communication strategy could include:

- Regular updates to staff on change issues
- Email or other electronic communications
- Meetings with key stakeholders to update and answer questions

CONDITIONS OF PERFORMANCE AND VARIABLES**7. Contingency plans could include:**

- What actions are required
- Who is taking responsibility
- Time lines
- Monitoring processes.

8. Evaluation of results of the change process against the success criteria could include:

- Considering the criteria for success or failure
- Considering the impact of the changes
- Determining which changes are most significant and are therefore priorities for treatment.

9. Recognition for people and teams who achieve results could include:

- Public awards
- Monetary or in-kind rewards
- Recognition in internal publicity or news

Important behaviours for supervisors/managers include:

1. Seize opportunities presented by the diversity of people
2. Find practical ways to overcome obstacles
3. Present information clearly, concisely, accurately and in ways that promote understanding
4. Keep people informed of plans and developments
5. Make time available to support others
6. Encourage and welcome feedback from others and use this feedback constructively
7. Watch out for potential risks and hazards
8. Agree challenging but achievable objectives
9. Work towards a clearly defined vision of the future
10. Identify the implications or consequences of a situation

ASSESSMENT GUIDE

Assessment of senior management level units is normally based on performance at work. Some units at levels 3-5 cannot be assessed by observation due to confidentiality, work constraints/environment etc.

This Unit may be assessed holistically by means of a portfolio of evidence or report on planning and implementing change in a hotel environment. Individuals are expected to demonstrate that they can apply relevant concepts to situations which they could face as managers. They are also expected to suggest, justify and evaluate possible courses of actions which they may take to deal with situations and with challenges that they face as supervisors/managers in an organisation.

Note that all evidence should remove names of personnel to protect the privacy of individuals and the organisation.

Evidence must include:

1. Two examples how you engaged appropriate people within your organisation and other key stakeholders in planning change and how you identified the processes, systems, structures, roles or cultures that need to be changed
2. Example of one detailed change management plan to achieve the required changes, including your training and development plan and communication strategy.
3. One report of the outcome of your change implementation plan which includes how you put plan into practice, delegated responsibilities, implemented contingency plans and identified and solved problems and obstacles

ASSESSMENT METHODS**Suitable methods will include:**

- Portfolio of workplace evidence (This could be minutes or notes of meetings, reports or recommendations from others)
- Personal statements
- Witness testimony
- Professional discussion

Simulation can be used in colleges or in the workplace for some performance criteria but should be used sparingly.

A portfolio or written report should be supplemented by oral questions to ensure all aspects of the evidence requirements are fully met.

ASSESSMENT GUIDE	ASSESSMENT METHODS
<ol style="list-style-type: none"> One evaluation report reviewing the outcomes and impacts of the changes compared with the success criteria and reasons for any failure Fully completing the knowledge assessment as set out in the unit either by recorded oral questioning or answers to written questions 	

RELEVANT OCCUPATIONS	ACCSTP REF
Senior managers in tourism occupations	N/A

GES2. UNIT TITLE: RECEIVE AND RESOLVE COMPLAINTS

UNIT DESCRIPTOR

This unit covers the competencies required to receive and resolve customer complaints in a range of settings within the in the hospitality and tourism industry workplace.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Identify and analyse the complaint

- P1. Receive and accurately record a verbal complaint using active listening and empathy techniques
- P2. Identify through appropriate communication techniques the exact nature of the customer's complaint
- P3. Maintain register or complaint file in accordance with procedures

E2. Respond to complaints

- P4. Reassure the customer that their complaint will be handled as quickly as possible in order to resolve the problem
- P5. Process complaint in accordance with organisation standards, policies and procedures
- P6. Obtain and review documentation in relation to complaint
- P7. Update register of complaints

E3. Determine action and resolve complaint

- P8. Agree and confirm action to resolve the complaint with the customer
- P9. Demonstrate a commitment to the customer to resolve the complaint
- P10. Inform customer of outcome of investigation of complaint

E4. Refer significant complaints

- P11. Identify complaints that require referral to other personnel, managers or external parties
- P12. Refer complaint to appropriate personnel for follow-up in accordance with individual level of responsibility
- P13. Forward all necessary documentation including investigation reports to appropriate personnel
- P14. Escalate complaints which cannot be resolved to an appropriate person

KNOWLEDGE REQUIREMENTS

- K1. Describe different types of common complaints
- K2. Describe the process for handling a simple complaint
- K3. Describe the factors in considering handling guests from different cultures
- K4. Explain how to record a verbal complaint using active listening and empathy techniques

- K5. Relate how to maintain a register or complaint file in accordance with procedures
- K6. Explain the process for resolving a customer problem and informing the customer of the outcome of investigation of complaint
- K7. Explain the procedure for referring significant complaints

CONDITIONS OF PERFORMANCE AND VARIABLES

This unit applies to complaints received by any department in the hotel, restaurant or tour and travel company.

1. Complaints may be related to any expression of dissatisfaction with service by a customer and could include:

- Written complaints, e.g. letter, email, on website, through social media etc.
- Complaint or feedback form
- Verbal, face-to-face and over the telephone

2. Appropriate communication techniques may be:

- The use of active listening with open and closed questions
- Speaking clearly and concisely and using appropriate language and tone of voice
- Giving customers full attention by maintaining eye contact in face-to face interactions
- Note-taking during the conversation

3. Organisational standards, policies and procedures may include:

- Complaint handling procedures
- Organisational standard report forms
- Job descriptions
- Code of ethics
- Quality systems, standards and guidelines
- Insurance/liabilities policies

4. Inform customer of outcome may include:

- Providing documentation and/or evidence that supports customer complaint
- Information (verbal or written) that directly relates to the complaint being investigated
- Information (verbal or written) that is presented in a calm and accurate manner

5. Appropriate person may include:

- Immediate superior within the organisational hierarchy
- Specialist customer service staff

ASSESSMENT GUIDE

For the learner to reach the required standard there should be evidence performance gathered through observing the work for:

1. At least two types of customers
2. At least two types of complaints
3. At least two types of communication methods
4. At least two examples of information provided to customers

ASSESSMENT METHODS

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of complaint resolution processes either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility

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

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

RELEVANT OCCUPATIONS

All customer-facing staff in hotels, restaurants or travel and tour operator companies, e.g. Guest Service Agent, Receptionist, Cashier, Concierge, Supervisor

ACCSTP REF

D1.HOT.CL1.11

GES13. UNIT TITLE: MONITOR FACILITIES AND OPERATIONS TO ENSURE CHILD PROTECTION

UNIT DESCRIPTOR

This unit is based on '*The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism*' – an industry-driven, multi-stakeholder initiative with the mission to provide awareness, tools and support to the tourism industry in order to combat the sexual exploitation of children in contexts related to travel and tourism (see <http://www.thecode.org>). This unit also covers exploitation of children for labour – such as in tourism-related handicraft businesses etc.

Hospitality and tourism professionals must understand that their interests and responsibilities are linked to their local community when it comes to protecting vulnerable children from damaging repercussions originating from – or through – tourism. It is in the best interest of the industry to practice responsible tourism while protecting the very community on which its business is dependent.

ELEMENTS AND PERFORMANCE CRITERIA

E1. Implement workplace procedures to prevent exploitation of children following the current Law

- P1. Follow workplace policies and procedures on children protection
- P2. Refer guests to the current Law on child protection and prevention of sexual exploitation of children

E2. Monitor facilities and operations to ensure children are protected

- P3. Keep alert to possible child sexual exploitation when checking in guests or when guests enter the premises
- P4. Refer suspicious guests to management for action
- P5. Identify exploitation of children for labour in tourism-related businesses and refer to appropriate authorities

E3. Maintain awareness of child protection issues

- P6. Undertake in-company training on child protection issues
- P7. Update knowledge on organisational child protection policies following the current Law
- P8. Identify local child protection agencies to refer to as necessary

KNOWLEDGE REQUIREMENTS

- K1. State the key points of own workplace policy and procedures on children protection following the current Law
- K2. Describe how to monitor facilities and operations to ensure children are protected from sexual exploitation

- K3. Explain the child protection procedures to be followed when checking in guests or when guests enter the premises
- K4. Describe how to refer suspicious guests to management for action
- K5. List the local child protection agencies to refer to as necessary

CONDITIONS OF PERFORMANCE AND VARIABLES**1. Workplace policies and procedures on children protection should include:**

- Hotel or tourism/travel company policy on child protection following the current Law
- Procedures for staff on dealing with sexual exploitation of children and child protection

2. Organisational policy on child protection and prevention of sexual exploitation of children will include:

- Public notice to guests/customers stating organisation policy on child protection – normally displayed prominently in reception or in guest rooms
- Hotel management or travel/tour companies shall provide information to its personnel and guests regarding national laws and the penalties imposed for the sexual abuse of children

3. Sexual exploitation of children includes:

- Child sex tourism
- Child pornography
- Child prostitution
- Child sexual abuse

4. Exploitation of children for labour includes:

- Exhaustive, dangerous or illegal work that curtails their education and development
- Work that is abusive and exploitative; including hazardous work that places the child's health, safety or morals at risk

5. Monitor facilities and operations to ensure children are protected from sexual exploitation can include:

- Keep alert to possible child sexual exploitation when checking in guests
- Observing guests entering the premises with children
- Noting and checking customers who book travel or tours with children

6. Dealing with suspicious guests or customers will include:

- Referring suspicious guest to immediate supervisor or manager
- Identifying if criminal activity is happening.
- Advise the guest/customer on the hotel or tour/ travel company child protection policies following the current Law
- Request the guest/customer either to release the minor immediately, or to leave the hotel/ facility or tour

7. Maintain awareness of child protection issues will include:

- Taking part in organisational training
- Updating knowledge on organisational child protection policies following the current Law

8. Identify local child protection agencies to refer to as necessary will include:

- Local NGOs (Non-governmental Organisations)
- Government agencies

ASSESSMENT GUIDE

This unit may be difficult to assess without real incidents to report, therefore simulation, role play and questioning (oral and written) may be needed for assessment of this unit. If the hotel, tour or travel company offer staff training in child protection, then role play and simulation should be included, and a report of staff attendance and participation can be provided by the trainer or supervisor as part of assessment.

Assessment should include:

1. At least incident of child protection (recorded by documentary evidence or observation) in the hotel or travel/tour company or by simulation
2. Recorded questioning or written report

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

- Simulation exercises and role plays
- Oral and written questions
- Case studies
- Third party reports completed by a supervisor

RELEVANT OCCUPATIONS

All staff working at any level in hospitality, travel or tour operator companies





ACCSTP REF

D1.HRS.CL1.20



VIETNAM TOURISM OCCUPATIONAL STANDARDS (VTOS)

VTOS covers two major divisions within the tourism sector (hospitality and travel) with six key and four specialist occupational areas. For more information, please visit <http://vtos.esrt.vn>





Hospitality Division

-  Front Office Operations
-  Housekeeping Operations
-  Food & Beverage Service
-  Food Preparation

Travel Division

-  Travel and Tour Operations
-  Tour Guiding

Specialist areas

-  Hotel Management
-  On-site Tour Guiding
-  Small Accommodation Operations
-  Tourist Boat Service



Developed by the EU-funded Environmentally & Socially Responsible Tourism Capacity Development Programme (ESRT Programme) for the Vietnam National Administration of Tourism and Ministry of Culture, Sports and Tourism.

This publication has been produced with the assistance of the European Union. Its contents are the sole responsibility of the ESRT Programme and can in no way be taken to reflect the views of the European Union.

Programme Implementation Unit Office

Address: Room 402, 4th Floor, Vinaplast Tai Tam Building, 39A Ngo Quyen Street, Ha Noi, Viet Nam
Tel: (84) 4 3734 9358
Fax: (84) 4 3734 9359
E-mail: info@esrt.vn
Website: www.esrt.vn