

INSTRUCTOR MANUAL

FOR

TRAINEE COMPETENCIES

Student Competencies

Student-Competency Manuals have been developed for the Institute as part of the modular-based curriculum, which combines the Traditional Approach and Competency-Based Assessments.

As part of their study, students will be assessed by instructors in the real-work environment of the Community College, to ensure that they are consistently meeting industry standards.

Instructor Manual

The Instructor Manual has been developed to provide the instructor with guidelines, procedures and criteria for the assessment of student competencies. The Instructor Manual is specifically applicable to the assessment of students in the four main work areas of hotel and restaurant work: Food and Beverage, Housekeeping, Food Production and Front Office.

Student Competency Manuals

STANDARDS

The Student-Competency Manuals are comprised of industry-approved standards for a wide range of tasks and duties which are typical of hotel and restaurant work. These standards have been developed and customized to fit the requirements of the curriculum as well as the operational needs of the various Colleges.

The standards are organized into modules called Units, which typically describe a task or series of related tasks, for example "Check-In a Guest", "Prepare Bar for Service", "Supervise a Section of Guest Rooms", etc.

The standards within each Unit are written in simple and concise English, and are laid out like a checklist, with a box next to each standard.

Each box must be initialled by the instructor once the instructor judges that the standard has been met by the student on a consistent basis.

WORK AREAS AND LEVELS

The Units cover **FIVE MAIN AREAS OF WORK:**

Food Production	(Culinary and Stewarding)
Food and Beverage	(Restaurant and Bar)
Housekeeping	(Housekeeping and Laundry)
Front Office	(Reception, Bell, PBX, Reservations, Gift Shop)

There are also **FOUR LEVELS** of work:

Basic	(First Level)
Skilled	(Second Level)
Advanced Skills	(Third Level)
Supervisory Management	(Fourth Level)

ASSIGNMENTS

Some Units will contain, in addition to the standards, Assignments or Project Assignments. This is particularly true for Food Production (Levels 2 - 3) and all the Supervisory Management Levels. These Assignments have been included to make certain that the student not only *practices* industry-standards, but also *understands the meaning* behind them and can *apply standards during problem-solving*.

The Assignments are not a replacement for the standards; rather, they must be carried out in addition to the standards. In Levels 2-3, the Assignments will largely carry out specific tasks, for example, preparing a banana daiquiri or baking an apple tart. In the Supervisory Management Level, the Assignments will be more conceptual and based on case-scenarios. They will be assessed largely through discussion, role-play and reading through data or records.

It should be noted that the case-scenarios do not offer any one "right" answer. The student will be expected to utilize his/her classroom studies, as well as the standards, to *creatively think* about how to solve the problems within any given case-scenario. The student will need to justify his/her solutions to the instructor accordingly.

INTERPRETATION OF THE STANDARDS

The standards have been written in absolute terms wherever possible, to be exactly measurable and not be open to subjective or inconsistent opinion.

At times, the standards will not describe specific procedures or methodology. Rather, they will describe the end result of a task to be performed. For example, standards may read:

- The table is set according to house procedures, using the required type and amount of table items;
- The right type and amount of cleaning equipment for the job is used according to instructions.
- Guest requests are promptly met within the limits set by house policy.

The Institute will establish specific procedures, instructions and policy in these cases. It will be essential that these are *exactly and consistently adhered to by both the student and the instructor*.

Periodically, the Institute will evaluate its current procedures, instructions and policies to meet the requirements of its curriculum and operational needs of the Community College. As a result, revisions may be implemented. This process ensures that standards continuously remain alive and useful. Crucially, however, these revisions need to be agreed upon and enforced in totality to ensure consistency.

Assessments

METHODS

Assessments are carried out on a routine basis by a combination of the following:

1. observing the student carry out his work responsibilities;
2. checking a work task completed by the student;
3. asking the student questions about the required standards and procedures;
4. reviewing and discussing the required assignments with the student;
5. role-playing, where necessary.

The instructor will primarily observe the work of the student over a period of time to make certain that the standards are achieved consistently. It is not enough that they are reached once or only occasionally; they must become routine for the student. As such, assessments take place during each work shift.

Consistency, in some cases, may mean six times in a row without error. However, some tasks may take place very rarely in the hotel, for example, re-ordering crockery. In cases like this, once may have to be enough; or, role-play, questioning and further evidence in the form of records and documentation may determine whether the standard has been met.

The standards must be met absolutely. There is no "almost perfect" or "almost all the time" when evaluating competencies. If one standard is not met in part or in full, work performance in this area shall need to be re-assessed until such time when the standard is achieved.

FORMAT

Assessments follow a basic format:

1. Prepare
2. Brief
3. Observe
4. Ask Questions
5. Give Feedback
6. Record

1. ***PREPARE***

The instructor must be fully familiar with the standards, as well as any procedures, instructions and house policies which may apply, before the assessments can take place. The instructor must also strictly adhere to these during the assessment process, and enforce that they are being carried out.

2. ***BRIEF***

The instructor and the student will have a short briefing to review what standards are to be assessed against and to ensure that these standards are fully understood by the student. The briefing should run through the standards in their checklist form, and questions should be asked to ensure understanding.

In industry, this briefing is normally a 15-minute session held once a week with one or more staff members. The Unit and standards chosen for the briefing are considered the "Focus-of-the-Week".

3. ***OBSERVE***

The instructor will observe the student carrying out his or her work responsibilities in the hotel. The instructor will also check completed tasks and any records or data which may be required.

4. ***ASK QUESTIONS: QUESTION TECHNIQUE***

Asking questions is essential in the assessment process. Merely giving instructions does not ascertain whether a student has understood the instruction or whether the student understands the reason behind the instructions. It is very important not to presume knowledge or understanding of instructions which may be considered simple or common-sensical to the instructor. Asking questions will:

- get the student to think
- gain the student's interest
- check the student's understanding
- gauge the student's individual strengths and weaknesses
- check the student's progress

Teaching questions should be formulated, rather than recall questions. A teaching question will make the student reason the answer out for him or herself and make them think. As a result, the student will be less likely to forget the information.

Recall questions, on the other hand, only elicit answers from memory, for example "What year was the College established?"

Open-ended questions should be posed as much as possible, to avoid yes or no answers. Open-ended questions should start with the following common words, wherever possible:

- What
- Why
- Where
- How
- When
- Who

The simplest way of asking open-ended and probing questions will be to use the checklist of standards and merely convert them into a series of questions, using the above words. For example:

Standard	Cuts, grazes and wounds are hygienically covered and kept away from contact with food.
Question	Why must cuts, grazes or wounds be hygienically covered?
Question	What does "hygienically" mean?
Question	Why must they be kept away from contact with food?
Question	How are infections spread?
Question	What are the risks of infection from food?
Question	What are the risks of infection from cuts?
Question	If you were eating in a restaurant, and your waiter's hand had an open, wet sore, how would you feel? What thoughts would go through your mind? How appetizing would your food look to you? What would you think of the standards of the restaurant?

5. ***GIVE FEEDBACK***

It is essential to give exact and precise feedback to the student so that he or she will be fully aware of his or her progress and level of work performance. Feedback must be honest, fair and objective, and include both positive and negative elements as they exist. The instructor should also make certain that the feedback given to the student is constructive so that the student feels encouraged to improve his or her work performance.

It is essential to *always refer back to the Unit of standards* when giving feedback. This will ensure that feedback is objective and complete, and will also minimize time. The checklist will "do the work" for the instructor as he or she will not have to do things from memory.

Feedback sessions should be routinely given, and can take place either in a class-room setting with one or more students at a pre-scheduled time; or can be done on-the-job after a shift or during a lull in work with one or more students.

6. **RECORD**

Accurate records should be kept of the student's progress. These records will constitute part of the student's curriculum requirements, and will also act as a guideline for any one-on-one training or coaching which may be necessary.

Once the instructor is assured that the student is consistently achieving each standard for a required Unit, she or he will initial the boxes next to each standard. Initialing the boxes not only keeps an accurate record of how the student is progressing, but also ensures that the instructor signs off on the individual competencies required

Background Knowledge

In order to achieve competencies on a consistent basis, the student will need to have background knowledge of the particular subject. Background knowledge will be acquired in the classroom, as the student learns the *whys*, as well as the *hows*, of a particular job function.

As part of the Assessment, the Instructor should make reference to the course material currently undertaken by the student. This may be best accomplished through question technique.

For example, when evaluating competency for:

Standard Cuts, grazes and wounds are hygienically covered and kept away from contact with food.

the Instructor should ask probing questions which specifically refer to the course material being taught, i.e.

- Question** How are infections spread?
- Question** What are the risks of infection from food?
- Question** What are the risks of infection from cuts?
- Question** What are the most common forms of infection-causing bacteria and what are their characteristics?