

Tourism 2019 v1.0

Sample assessment instrument

July 2018

Project — Customer service practices

Information for teachers

This sample has been compiled by the QCAA to help and support teachers in planning and developing assessment instruments for individual school settings.

Schools develop internal assessments for each Applied subject, based on the learning and assessment described in the approved study plan.

Purpose of the project

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic opportunities to demonstrate their learning. The student response will consist of a collection of at least two assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences and through different modes.

Further information about the specifications for this assessment technique can be found in the Assessment techniques section of the Tourism syllabus.

Assessment dimensions

This assessment instrument is used to determine student achievement in the following dimensions:

- Knowing and understanding
- Analysing and applying
- Planning and evaluating

In Tourism, not every objective in each dimension needs to be assessed in a single Project. However, each objective must be assessed at least twice in each year of the course.

Subject	Tourism
Technique	Project — Customer service practices
Unit number and module number and name	Unit: 3 Module: 5. Procedures and protocols

Conditions	Units 3–4
Multimodal component	
• presentation	3–6 minutes
Written component	500–900 words
Further information	
Duration (including class time)	6 weeks
Individual/group	Individual
Resources available	Library access for internet and research materials

Context

Tourism is a service industry. Providing quality customer service requires responding to client feedback and solving problems using effective communication.

Task

Review and respond to recent feedback regarding customer service quality at a four-star hotel (see stimulus) by preparing a presentation and writing a new procedure.

The task includes two components.

- **Component 1: Multimodal**

Choose one area of the hotel (housekeeping, restaurant or reception) and prepare a presentation to the general manager analysing and evaluating current customer service practices, drawing from the stimulus. In your presentation, describe and explain relevant customer service concepts and the issues facing the hotel. Make recommendations to improve customer service in the chosen focus area.

- **Component 2: Written**

Choose one customer complaint from the stimulus within the chosen focus area (housekeeping, restaurant or reception). Generate a procedure statement to avoid the problem in future. In a file note, document the conclusions informing these procedures.

To complete this task, you must:

Component 1: Multimodal presentation — Current customer service practices

- describe and explain relevant customer service concepts for your chosen focus area (housekeeping, restaurant or reception) in a four-star hotel
- use the stimulus provided to
 - explain issues with customer service quality in the chosen focus area
 - analyse the issues and their effect on hotel sustainability
 - evaluate current customer service practices against industry standards for a four-star hotel and make recommendations to the general manager to improve customer service quality
- be able to respond to unseen questions from the general manager during your presentation. This will require you to recall terminology associated with tourism and the tourist industry
- use presentation software and adhere to the genre features and communication conventions of formal presentations

Component 2: Written — Procedure statement and file note

- choose one client complaint from the stimulus related to your chosen focus area (housekeeping, restaurant or reception)
- analyse the issue and potential contributing factors to the complaint
- generate at least one procedure statement for staff and/or management to follow to ensure the issue is not repeated
- apply your knowledge of effective customer service when generating the procedure statement/s to draw conclusions about how best to address the issues after considering possible alternatives
- document your conclusions and the reasons for the procedure/s chosen in a file note
- prepare word-processed procedure statement/s and a file note, adhering to the genre features and communication conventions of each

In both components

- you may undertake additional research, but research is not the focus of this assessment
- provide a reference list to acknowledge all sources used.

Checkpoints

- Term [X] Week [X]/[Date]: Select customer service area (housekeeping, restaurant or reception)
- Term [X] Week [X]/[X]: Complete draft presentation
- Term [X] Week [X]/[X]: Complete draft procedure statement and file note
- [Due date]: Submit presentation slides and script, and procedure statement and file note. Presentations to be delivered in class on an assigned day.

Authentication strategies

Your teacher will use ways to check that the work you are assessed on is your own work.

- Discuss with your teacher or provide documentation of your progress at indicated checkpoints.
- Your teacher will observe you completing work in class.
- Submit drafts and respond to teacher feedback.
- Check you have not plagiarised any material, e.g by using plagiarism-detection software or other school processes.
- Acknowledge all sources used.
- Submit the declaration of authenticity.
- Your results may be cross-marked by a teacher from another class.

Stimulus

Stimulus should include a range of positive, neutral and negative customer feedback data and information relating to housekeeping, the restaurant and reception in the hotel. Possible data and information could relate to:

- cleanliness
- staff attitude, knowledge and skills
- match to expectations/descriptions
- value for money
- extra charges
- management response to issues that arise, e.g. incidents with other guests
- speed of service
- facilities and inclusions
- faulty products
- quality of products
- legislative requirements, e.g. health and safety standards, responsible service of alcohol.

The stimulus can be generated by the teacher and/or drawn from customer service reviews available on public websites or social media pages. It should allow students to:

- identify and interpret data and information to find meaning or relationships, patterns, similarities and differences
- make clear evaluations and decisions about the hotel against accepted industry standards, e.g. star ratings, sub-sector accreditation standards.

Students should have had the opportunity to learn about the relevant industry standards in class.

Instrument-specific standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowing and understanding	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive recollection of terminology associated with tourism and the tourism industry comprehensive description and explanation of a wide range tourism concepts and information considered explanation of tourism issues or opportunities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> detailed recollection of terminology associated with tourism and the tourism industry detailed description and explanation of tourism concepts and information detailed explanation of tourism issues or opportunities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> recollection of terminology associated with tourism and the tourism industry description and explanation of tourism concepts and information identification and explanation of tourism issues or opportunities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> recollection of basic terminology associated with tourism and the tourism industry simple description and partial explanation of tourism concepts and information identification of basic tourism issues or opportunities. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> minimal recollection of basic terminology associated with tourism and the tourism industry superficial description of tourism concepts and information minimal identification of basic tourism issues or opportunities.
Analysing and applying	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> comprehensive analysis of tourism issues and opportunities considered application of tourism concepts and information from a local, national and global level clear and coherent communication of meaning and information precisely using language conventions and features relevant to tourism contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> detailed analysis of tourism issues and opportunities effective application of tourism concepts and information from a local, national and global level effective communication of meaning and information appropriately using language conventions and features relevant to tourism contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> analysis of tourism issues and opportunities application of tourism concepts and information from a local, national and global level communication of meaning and information using language conventions and features relevant to tourism contexts. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> partial analysis of basic tourism issues and opportunities simple application of aspects of tourism concepts and information communication of information using basic language conventions and features. 	<p>The student work has the following characteristics:</p> <ul style="list-style-type: none"> statements about tourism issues and opportunities statements of personal opinion about tourism concepts disjointed use of language conventions and features.

	Standard A	Standard B	Standard C	Standard D	Standard E
Planning and evaluating	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> • generation of considered plans based on consumer and industry needs • informed evaluation of concepts and information within tourism and the tourism industry • draws reasoned conclusions and makes justified recommendations. 	<ul style="list-style-type: none"> • generation of detailed plans based on consumer and industry needs • reasoned evaluation of concepts and information within tourism and the tourism industry • draw valid conclusions and makes informed recommendations. 	<ul style="list-style-type: none"> • generation of plans based on consumer and industry needs • evaluation of concepts and information within tourism and the tourism industry • draws conclusions and makes recommendations. 	<ul style="list-style-type: none"> • generation of basic plans • partial evaluation of basic concepts and information within tourism and the tourism industry • draws simple conclusions. 	<ul style="list-style-type: none"> • superficial statements about aspects of plans • superficial statements about basic concepts and information within tourism and the tourism industry • statements of personal opinion.