

The Importance of a 'Real' Simulated Environment

Rebekkah Parsons



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Rebekkah Parsons

Assessment Design & VET Compliance Consultant and Founder - Reimagine Learning

Rebekkah Parsons is a vocational education and training professional in learning design and assessment, with a background in regulation and compliance management.

Rebekkah specialises in learning design and assessment across a broad range of learning and assessment contexts and subject areas. This experience includes designing assessment methodologies for simulated workplaces which provide students with life-like experiences which are bankable in a competitive workplace environment, gaining the recognition of the training package authors (IBSA) as an example of best practice nationally.

Now the founder of Reimagine Learning, Rebekkah's experiences in vocational education and training over the last 15 years include a broad range of roles from training, learning design and assessment design to training, compliance and program management, to auditing for the Australian Skills Quality Authority.

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WEBINAR OVERVIEW

- Concepts to think with
- Simulation as a solution
- Unpacking the problem
- Exploring solutions
- Creating solutions
- Creating realism

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Concepts to think with

VET, Performance, Competency, Criterion validity, Construct validity

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Concepts to think with

VET	Skilling people to perform in <i>industry</i> .
Performance	The art of <i>doing</i> .
Competency	<i>Doing</i> to an <i>industry</i> standard.
Criterion validity	Predicting <i>future</i> performance
Construct validity	<i>Defining</i> and <i>measuring</i> performance.

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Simulation as a solution

Solving the problem of practical assessment without access to a work environment

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Simulation as a solution

- Simulation is a solution to a specific set of problems
- Simulation is not the only solution

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The problem

The unit requires assessment of **performance**, involving:



Opportunities

- Tasks to complete
- Work instructions
- Problems to solve

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The problem

The unit requires assessment of **performance**, involving:



People

- Workers
- Customers/clients
- Stakeholders
- Patients

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The problem

The unit requires assessment of **performance**, involving:



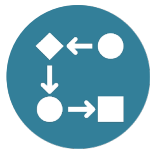
Places

- Front of house
- Workshop
- Office
- Store front
- Kitchen

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The problem

The unit requires assessment of **performance**, involving:



Processes

- Collecting payment
- Managing hazards
- Plate service
- Welding

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The problem

The unit requires assessment of **performance**, involving:



Products

- Reports
- Records
- Meals
- Manufactured goods

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The problem

The unit requires assessment of **performance**, involving:



Physical resources

- Hand/power tools
- Technology
- Office equipment
- Consumables
- Materials

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Possible solutions

- 1 **Assessment in the workplace** during employment, apprenticeship/ traineeship or work placement.

⚠ Not always possible due to time, cost, community or safety constraints or licencing requirements.

- 2 Assessment outside the workplace, in **realistic simulated environments**.

⚠ Requires the simulation of the conditions that are usually found in industry workplaces.

Note: sometimes the solution is dictated by the unit guide (Assessment Conditions).

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Unpacking the problem

Identifying opportunities, people, places, products, processes and physical resources in unit guides.

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Orientation to the unit guide

Elements describe the essential outcomes."	Performance Evidence
Performance criteria describe the performance needed to demonstrate achievement of the element."	• "specifies the required product and process evidence; • specifies the frequency and/or volume of product/process evidence; • specifies the relationship between the product and process evidence and the performance criteria."
Foundation Skills "This section describes those language, literacy, numeracy and employment skills that are essential to performance. Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement. Where all foundation skills essential to performance in this unit are explicit in the performance criteria insert (statement)."	Knowledge Evidence
	• "specifies what the individual must know in order to safely and effectively perform the work task described in the unit of competency; • relates directly to the performance criteria and/or range of conditions; • indicates the type and depth of knowledge required to meet the demands of the unit of competency."
	Assessment Conditions
	• "specifies any mandatory conditions for assessment; • [...]conditions under which evidence for assessment must be gathered, including any details of equipment and materials, contingencies, specifications, physical conditions, relationships with team members and supervisor, relationship with client/customer, and timeframe; • specifies assessor requirements [...]"

NSSC - Standards for Training Packages (CCA 3.0)

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BSBOPS305 Process customer complaints Unit Requirements (sample)

Performance Criteria	Element 1. Receive complaint 1.1 Assess complaint according to organisational policy 1.2 Inform relevant stakeholders that complaint has been received 1.3 Document customer complaints according to organisational policies and procedures
Performance Evidence	PE 1 The candidate must demonstrate the ability to [...] to: • process at least three customer complaints relating to business operations. PE 2 In the course of the above, the candidate must: • follow organisational procedures when referring and resolving complaints.
Assessment Conditions	AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry. AC2 This includes access to: • organisational policies and procedures relevant to customer complaints • legislation and codes of practice relevant to customer complaints.

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Opportunities

BSBOPS305 Unit Requirements (sample)

Element 1. Receive complaints

Performance Criteria

1.1 Assess complaint according to organisational policy

1.2 Inform relevant stakeholders that complaint has been received

1.3 Document customer complaints according to organisational policies and procedures

Performance Evidence

PE 1 The candidate must demonstrate the ability to (...) to:

- process at least three customer complaints relating to business operations.

PE 2 In the course of the above, the candidate must:

- follow organisational procedures when referring and resolving complaints.

Assessment Conditions

AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

AC2 This includes access to:

- organisational policies and procedures relevant to customer complaints
- legislation and codes of practice relevant to customer complaints.



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People

BSBOPS305 Unit Requirements (sample)

Element 1. Receive complaints

Performance Criteria

1.1 Assess complaint according to organisational policy

1.2 Inform relevant stakeholders that complaint has been received

1.3 Document customer complaints according to organisational policies and procedures

Performance Evidence

PE 1 The candidate must demonstrate the ability to (...) to:

- process at least three customer complaints relating to business operations.

PE 2 In the course of the above, the candidate must:

- follow organisational procedures when referring and resolving complaints.

Assessment Conditions

AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

AC2 This includes access to:

- organisational policies and procedures relevant to customer complaints
- legislation and codes of practice relevant to customer complaints.



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Places

BSBOPS305 Unit Requirements (sample)

Element 1. Receive complaints

Performance Criteria

1.1 Assess complaint according to organisational policy

1.2 Inform relevant stakeholders that complaint has been received

1.3 Document customer complaints according to organisational policies and procedures

Performance Evidence

PE 1 The candidate must demonstrate the ability to (...) to:

- process at least three customer complaints relating to business operations.

PE 2 In the course of the above, the candidate must:

- follow organisational procedures when referring and resolving complaints.

Assessment Conditions

AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.

AC2 This includes access to:

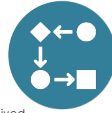
- organisational policies and procedures relevant to customer complaints
- legislation and codes of practice relevant to customer complaints.



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Processes

BSBOPS305 Unit Requirements (sample)



Element 1. Receive complaints

- Performance Criteria**
- 1.1 Assess complaint according to **organisational policy**
 - 1.2 Inform relevant stakeholders that complaint has been received
 - 1.3 Document customer complaints according to **organisational policies and procedures**

- Performance Evidence**
- PE 1 The candidate must demonstrate the ability to (...) to:
- process at least three customer complaints relating to business operations.
 - PE 2 In the course of the above, the candidate must:
 - follow **organisational procedures** when referring and resolving complaints.

- Assessment Conditions**
- AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.
- AC2 This includes access to:
- organisational **policies and procedures relevant to customer complaints**
 - legislation and codes of practice relevant to customer complaints.

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Products

BSBOPS305 Unit Requirements (sample)



Element 1. Receive complaints

- Performance Criteria**
- 1.1 Assess **complaint** according to **organisational policy**
 - 1.2 Inform relevant stakeholders that complaint has been received
 - 1.3 Document customer complaints according to **organisational policies and procedures**

- Performance Evidence**
- PE 1 The candidate must demonstrate the ability to (...) to:
- process at least three customer complaints relating to business operations.
 - PE 2 In the course of the above, the candidate must:
 - follow **organisational procedures** when referring and resolving complaints.

- Assessment Conditions**
- AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.
- AC2 This includes access to:
- **organisational policies and procedures** relevant to customer complaints
 - **legislation and codes of practice** relevant to customer complaints.

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Physical resources

BSBOPS305 Unit Requirements (sample)



Element 1. Receive complaints

- Performance Criteria**
- 1.1 Assess complaint according to organisational policy
 - 1.2 Inform relevant stakeholders that complaint has been received
 - 1.3 Document customer complaints according to organisational policies and procedures

- Performance Evidence**
- PE 1 The candidate must demonstrate the ability to (...) to:
- process at least three customer complaints relating to business operations.
 - PE 2 In the course of the above, the candidate must:
 - follow organisational procedures when referring and resolving complaints.

- Assessment Conditions**
- AC1 Skills in this unit must be demonstrated in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry.
- AC2 This includes access to:
- organisational policies and procedures relevant to customer complaints
 - legislation and codes of practice relevant to customer complaints.

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Exploring solutions

Planning how to provide opportunities, people, places, products, processes and physical resources for assessment.

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Opportunities

Required...

- Process 3 complaints (PE1)
 - Receive complaint with authority to assess (PC1.1)
 - Inform others (PC1.2)
 - Record complaint (PC1.3)
 - Follow procedures (PE2)

Possible responses...

- ? Provide a written complaint to respond to
- ? Role play verbal complaints
- ? Simulate online complaints



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People

Required...

- Complainant? (PC1.1, PE1)
- Stakeholders to inform (PC1.3)

Possible responses...

- ? Access to employees in the student's workplace
- ? Engage role players:
 - ? Other students
 - ? Family and friends
 - ? Teacher/assessor
- ? Simulate non-verbal communication (e.g. Email)



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Places

Required...

- Workplace or simulated environment (office?) (AC1)

Possible responses...

- ? Assess students in their own workplace, work placement or apprenticeship/ traineeships
- ? Create a simulated environment



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Processes

Required...

- Customer complaints policies and procedures (AC2a)
 - assess complaints (PC 1.1)
 - refer complaints (PE2)
 - resolve complaints (PE2)
 - document complaints (PC 1.3)

Possible responses...

- ? Write a simulated complaints policy and procedure
- ? Source policies and procedures from:
 - ? Student's workplace
 - ? Other operating business
 - ? Free sources



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Products

Required...

- 3 complaints (PC1.1, PE1)
- (Documented) policies and procedures (AC2a, PC1.1, PC1.3, PE2)
- Legislation and codes of practice (AC2a)
- Complaint record/form (PC1.3)

Possible responses...

- ? See processes for policies and procedures
- ? Access complaints/complaints form from:
 - ? The students workplace
 - ? Another business
- ? Create simulated complaints
- ? Create simulated complaints forms/records



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Physical resources

Required...

- Computer or pen/paper (PC1.3)

Possible responses...

- ? Provide access to resources
- ? Advise students of resource requirements prior to enrolments



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Creating solutions

Develop assessment environments that incorporate opportunities, people, places, products, processes and physical resources.

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Creating simulated opportunities

Tips

- Structure tasks
- Present the opportunity to the student
- Provide the people, places, process, products and physical resources needed to create and facilitate the opportunity



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Structure tasks

Tips

- Use quantities required by the unit, or (when not specified) or determine how many tasks are need to provide students with all opportunities they will need

Process customer complaints

Task A: Respond to a complaint on social media
 You will respond to a complaint which was made on social media by translating the complaint to English, reviewing it and writing a response.

Task B: Respond to a written complaint
 You will respond to a written complaint by reviewing it and writing a letter as a response.

Task C: Respond to a complaint about accommodation in person
 You will respond to a verbal complaint, discuss solutions, talk to your manager and provide service.

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Structure tasks (cont.)

Tips

- Chunk tasks into process steps that reflect workplace processes
- Use industry processes and norms to sequence the actions the student will take

Process customer complaints

Task A: Respond to a complaint on social media
 You will respond to a complaint which was made on social media by translating the complaint to English, reviewing it and writing a response.

- Translate the comment to English (copy to <https://translate.google.com.au/>)
- Review it and, if it is a complaint complete the **FYF Customer Complaint Review Form** to:
 - Record the details of the complaint
 - Work out what the key problem is that we need to solve
 - Write a response to the customer

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Present opportunities

Opportunities to demonstrate performance are presented to the student through instructions and simulated resources.

- The primary opportunity the student will interact with is the task (e.g. process a complaint).
- Many smaller opportunities are presented throughout the task.
 - For example:

An opportunity to...	presented through...
deescalate conflict...	role player instructions/actions
check legal requirements...	a question in a simulated email
use listening and questioning...	interaction in a role play

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Present opportunities (cont.)

Tips

- Present primary opportunities:
 - in task instructions (always)
 - in case studies:
 - text
 - simulated emails
 - as records (such as a complaint)
- in policies and procedures
- in forms to be completed.

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Creating simulated people

Tips

- Use case studies and simulate resources to introduce the characters in the simulation
- Use role plays to facilitate student's interactions with characters

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Simulation characters

Tips

- Aim to create 'main characters' which are realistic
- When characters will not be role played, put a face to the name

You will need to work with other staff and customers in the Find Your Freedom (FYF) simulated business.

How to work with Find Your Freedom in this assessment		
Your mentor Barbara Jones is the Hospitality Manager (and Food and Beverage Manager) who will give you instructions for the tasks you need to complete.	FYF staff Maddy Davis, from Find Your Freedom Resort Reception, who you will work with to make a reservation for a customer. Alan Daniels, the Event Manager at Find Your Freedom Resort who you will work with to arrange a drink order for an event. Georgia Reed, the Reservations Manager, who you will escalate a complaint to.	FYF clients Ling Zhang will be your customer and you will respond to his complaint social media. Walter Masters will be your customer and you will respond to his formal complaint. One customer who is making a complaint and requires additional service.

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Simulation characters (cont.)

Tips

- Use other simulated assets to present or facilitate interactions with simulated characters:
 - character profiles
 - emails and email addresses
 - social media accounts
 - organisational charts.

Georgia Reed

You are the Reservations Manager at First Year Freedom Resort. You are working with the student today and will need to help them when they receive a complaint from a customer (John Smith).

Preparing for the role play

You are being asked to participate in the role play by a student who is studying BTEC Level 3. Provide service to customers.

This role play is a part of the student's assessment and will be observed by an assessor.

Your acting skills and performance in the role play are not being assessed! Follow the instructions for each topic. If the student asks you about something you don't have any instructions for just say you don't want to talk about that right now.

FFY Organisation chart

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Role players

Tips

- Use role players to act as people the student needs to interact with
- Have teachers/assessors play sensitive roles
- All role players **must** receive instructions (including teachers/assessors)

Making a complaint

The student should read your role play script as soon as you write it in 1 minute maximum. If they do not say hello and smile, if they are being too good to you, or are rude to you, you will start to act the way you want.

You are good. You will use:

- I want to make a complaint.

The student will ask you questions about your complaint.

You can answer the questions using the information below:

- I asked for a pull-out to be set up in the room when I made the reservation for one of my children.
- When we got to the room, the pull-out was not set up, so we had to go to the pull-out and set it up in the bathroom.
- We asked for the pull-out to be made up and to have toiletries put in the room, and it took housekeeping a full day to arrive to do this.
- The housekeeper was very rude to us and left the pull-out but didn't make it up with bedding or leave toiletries.
- Then we talked to your reception staff of the problem and they said that a new housekeeper would be sent the next morning (10:00).
- The same housekeeper came again and left bedding but we can't figure out how to set up the pull-out.
- No toiletries were left again.
- The housekeeper has been rude to my partner more than once now.

Finding a solution

The student will have a conversation with you about what they can do to fix your bedding and toiletries problem.

You will have a conversation with the student using the information:

- You are frustrated because you have already tried to fix the problem.
- You are asking for one more time to have the pull-out made up and toiletries put in the room before you want to cancel and go to the hotel.
- You will be very quiet if the same housekeeper comes up to your room.

The student should have their manager speak to you about your complaint. You will listen to what they have to say and tell him/her if your requirements (from above) are met.

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Creating simulated places

Tips

- Create physical environments
- Create conceptual environments (simulated businesses)
- Provide the people, process, products and physical resources needed to create a realistic workplace environment

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Physical environments

Tips

- Provide instructions for assessors to set up physical environments
- Provide physical resources.
- Ensure student's safety

Assessor instructions for setting up the physical simulated environment

This assessment task is an observation conducted in the First Year Freedom Cells simulated work environment.

To administer this assessment, you will need to:

1. Set a physical space on the First Year Freedom Cells simulated work environment as outlined in instructions for setting up the physical environment
2. Explain the assessment activity and provide students with an opportunity to read their instructions and ask questions
3. Split the class into groups dependent on the amount of equipment available.

The **ST Implementation guide (Service Skills Australia, 2019)** states:

Assessment must be conducted in the specified environment using the equipment and resources mandated in the Assessment Conditions field of the Assessment Requirements. This involves:

- **Providing sufficient numbers of equipment and resources to ensure the assessment results of each learner's ability and 'doing tasks' using multiple abilities leads to them being for skills and does not allow learners to demonstrate their capacity to work with conventional assets, items and products (performance).**

4. Set up the simulated context, including checking/setting out all of the equipment and consumables listed in instructions for setting up the physical environment
5. Provide one group **the Customers** with copies of the Role Player Scripts and explain the role play scenario prior to the assessment on Role Player Scripting
6. Ask the group of students who are being assessed **the Bankers** to commence the practical demonstration
7. Observe the **Bankers** as they complete their tasks and record your observations in the Marking Guide
8. **Mark the group and repeat steps 4 to 7**

Instructions for setting up the physical environment

You will need to set up a physical space on the First Year Freedom Cells simulated work environment and make sure that all equipment and consumables are present to ensure the student has an opportunity to demonstrate all of the skills required in this task.

The physical space will need to have the following equipment and consumables:

Resource list: equipment and consumables:	
Expense machine (commercial grade)	☒
ATM (the type used in the assessment)	☐
Coffee grinder (commercial grade)	☐
ATM (the type used in the assessment)	☐
Role or bank books (the used coffee grinder)	☐
Change box (separate from Role Player)	☐
Other or bank Role Player	☐

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Design simulated businesses

Tips:

- Create a backstory - businesses need a **purpose, services or products, staff and challenges or tasks** that the student can interact with
- Consider how **size, location** and **business** practices affect how employees (students) interact with the business:
 - national businesses allow you to vary legislation and requirements
 - online or national businesses create context for using video conferencing, email communication and student's "working from home" when completing some assessments
 - a large organisational chart allows you to swap 'characters' in/out and create case studies/backstories with less interdependency

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Present simulated businesses

Tips:

- Students will need to:
 - be introduced to the simulated business
 - have clear indications of when they are 'in' the simulation and when they are not.

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Present sim. businesses

Tips

Simulated business contexts can be presented to students using:

- case studies
- branding
- orientations
- websites and intranets
- videos
- signage

How to work with Find Your Freedom in this assessment
This assessment is completed in the Find Your Freedom simulated business. During these assessment tasks, you will work with FYF staff and clients.

Your mentor
You will work with Bethany Cutler during these assessment tasks. Bethany will email you work instructions.

FYF Staff
You will provide services to Ling Zhang in these assessment tasks. You will respond to Ling Zhang's complaint received on social media.
You will provide services to Walter Masters in these assessment tasks. You will respond to Walter Masters written complaint.
You will provide services to a customer who is making a complaint in these assessment tasks. You will respond to the customer's (verbal) complaint and provide additional services to the customer.

FYF Clients
You will work with Georgia Reed, the Reservations Manager, in these assessment tasks. You will escalate a complaint to the Reservations Manager.

What to submit
At the end of the assessment you will need to submit:

Task A: Respond to a complaint on social media

- FYF Customer Complaint Review Form

Task B: Respond to a written complaint

- FYF Customer Complaint Review Form

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Creating simulated processes

Tips

- Consider how policies and procedures might be used more broadly (other units, other VET qualifications)
- Refer to industry sources
- Work from the unit guide and ensure all process steps the student will need guidance on are covered
- Begin with free or existing materials

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Policies

Tips

- Policies set standards
- Policies provide an opportunity to:
 - define terms and roles
 - incorporate 'workplace requirements' and additional information related to knowledge requirements, e.g. legislation

Complaints Handling Policy

3.1 Resolving customer complaints
When resolving customer complaints where Find Your Freedom is at fault, staff must always:

- Give an apology for any inconvenience
- Explain the action that Find Your Freedom is taking to correct the customer's problem

Staff should try to resolve the issue and can use these strategies:

- Offer an oral complimentary item
- Prioritise service to the customer
- Remonstrate customer
- Provide complementary products/services
- Advise customer changes to products/practices have been made

3.2 Resolving internal disputes
When resolving internal disputes, department managers and supervisors can:

- Mediate issue with staff where possible
- Reassign or discipline staff at fault for serious complaints/disputes

3.3 Staff delegations
Staff have authority to implement a range of actions depending on their position.

Service staff	Reservations	Food & Beverage Manager	Finance Manager
• Advise on customer service • Prioritise orders/requests • Reassign other staff • Prioritise orders/requests	• Advise changes to internal practices during shifts • Advise changes to formal practices and update procedures • Reassign Food and Beverage staff	• Advise changes to formal practices and update procedures • Reassign department staff	

Provide customer compensation/returns

Service staff	Reservations	Food & Beverage Manager	Finance Manager
• Provide customer compensation	• Provide customer compensation	• Provide returns for	• Process refunds

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Procedures

Tips

- Procedures describe the steps required in a process
- Procedures can be 'high level' or written in a 'how to' style
- High level procedures should be consistent with the unit guide

Complaints Handling Procedure

Respond to face-to-face complaints

The following outlines the process that front of house staff should go through when receiving a verbal complaint from a customer.

Before beginning any interaction with customers, make sure you meet the presentation standards outlined in **FYI Retail customer service standards**.

- 1. Greet the customer**

Always greet the customer as soon as they arrive or as soon as you finish talking to another customer.

Greet the customer by:

 - Saying hello (or similar)
 - Saying their name
 - Asking how you can help them

Always use repeat building techniques (refer to Repeat building techniques in the **FYI Hospitality Customer Service Policy**).
- 2. Establish the cause of complaint**

Have a conversation with the customer to find out what their complaint is.

Always use:

 - Several types of questioning techniques (refer to Questioning techniques in the **FYI Hospitality Customer Service Policy**)
 - Active listening (refer to Active listening in the **FYI Hospitality Customer Service Policy**)
- 3. Offer solutions to the customer**

Have a conversation with the customer to find out what action would resolve their complaint.

Try:

 - Working out what exactly is causing the problem
 - Asking the customer what their perfect outcome could be
 - Explaining what you can do to solve the problem or apologise

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Creating simulated products

Tips

- Use:
 - policies and procedures (as discussed)
 - plans and strategies
 - records
 - forms and templates

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Plans and strategies

Tips

- Consider other units
- Refer to industry examples

Operational plan

The following goals and objectives and actions are planned for in the term of this operational plan.

Goal/Objective	Key Performance Indicators	Actions	Timeline	Responsibility
Increase retail sales	Increase retail customers to 2000 per month	Develop new regional sales manager role	Last month	Sales Manager
		Recruit new sales managers	This month	
		Roll out additional social media marketing	Next month	
		Monitor ongoing performance	Monthly	

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Records

Tips

- Refer to industry examples
- Ensure the scenarios that is being presented in the record is realistic and provides students with all opportunities they will need to respond to

Customer Complaint Form

Customer Information

Name: Value Machines Phone: 0439 756 864

Email: yv@valuemachines.com

Address: 25 Greville Road, CRESCHET HEAD, NSW 2440

Complaint Information

Service: Other (Specify) Report Accommodation Café Bar ☒ Restaurant ☐ Other

Date: 1 day ago

What were you unhappy with?

We have booked an event in the Restaurant at 1st floor for 100 people for next May. We received an invoice to pay for the event which was \$50 per person which worked out to \$5,000 plus our room hire and extras of \$700 (total \$5,700).

I gave credit card details to pay for the event and \$5,000 has been taken out of my \$5,700. The invoice said there are no extra fees to use a credit card and we've worked out it must be somewhere \$700 and \$50 per person (total \$600).

We were very clear that we wanted only the minimum rate per person and that's what we were told we'd pay for the event.

What would you like to see happen?

I would like the extra \$70 per person to be refunded to my credit card ASAP.

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Forms and templates

Tips

- Begin with free, existing or by referring to industry sources
- Work from the unit guide to capture all information the student needs to record to meet requirements
- Add instructions and prompts

Customer Complaint Form

Complaint Details

Service: ☐ Other (Specify) ☐ Report Accommodation ☐ Café ☐ Bar ☒ Restaurant ☐ Other

Date: 1 day ago

Complaint received

Complaint form attached ☐ Social media complaint ☐ Verbal complaint

Customer name

Name: Value Machines

Address: 25 Greville Road, CRESCHET HEAD, NSW 2440

Complaint description

We have booked an event in the Restaurant at 1st floor for 100 people for next May. We received an invoice to pay for the event which was \$50 per person which worked out to \$5,000 plus our room hire and extras of \$700 (total \$5,700).

I gave credit card details to pay for the event and \$5,000 has been taken out of my \$5,700. The invoice said there are no extra fees to use a credit card and we've worked out it must be somewhere \$700 and \$50 per person (total \$600).

We were very clear that we wanted only the minimum rate per person and that's what we were told we'd pay for the event.

What would you like to see happen?

I would like the extra \$70 per person to be refunded to my credit card ASAP.

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Creating simulated physical resources

Tips

- Conduct industry consultation
- Identify and source the physical resources needed for each task
- Create simulated physical resources when needed, such as signs, name tags or menus



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Managing simulation

Tips

• Plan ahead but develop resources incrementally

- create broad businesses to utilise across multiple areas:
 - use generic business names
 - create policies and procedures that work for any business or are designed to accommodate different units and qualification areas (e.g. WHS)
- use version control.

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Creating realism

Replicate industry conditions, resources, interactions, challenges and pressures.

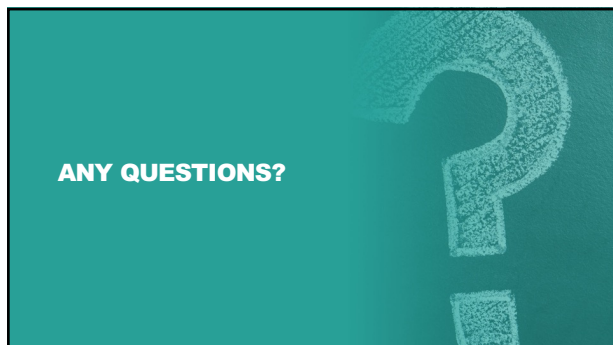
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What makes simulation REALISTIC?

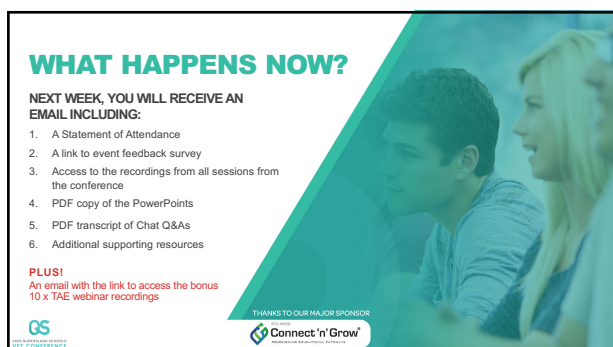
- Its not simulation without Opportunity, Place, People, Process, Products and Physical resources
- Work from an understanding of industry conditions...

How does this usually happen in industry?	What time pressures and competing priorities do employees have to manage?	How does communication usually occur?	What unexpected changes or problems do employees typically encounter?
What time/cost/ other factors usually need to be considered?	What information do employees usually receive? And how?		

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